

PUPIL LEVEL	PARENT LEVEL	CLASS LEVEL	SCHOOL LEVEL
Age; gender; previous school achievement	Education; employment; occupation; income; social background	Size; composition of class with regard to pupils' abilities/ school achievement/ social background	Size; location/ social-demographic composition of neighbourhood
<p>Pupils self-beliefs, values and expectations</p> <ul style="list-style-type: none"> ▪ Personal values related to education ▪ Previous achievement-related experiences ▪ Academic self-concept, self-efficacy beliefs and specific competence-related beliefs ▪ Interests ▪ Goal orientation ▪ Causal attributions ▪ Expectation of success <p>Perception of significant others' support and expectations</p> <ul style="list-style-type: none"> ▪ Perception of parental support and expectations for the pupil ▪ Perception of teachers' support and expectations for the pupil ▪ Perception of peers' aspirations ▪ Role models <p>Knowledge of education system</p> <ul style="list-style-type: none"> ▪ Knowledge of various educational opportunities/ educational pathways <p>Pupils' practices</p> <ul style="list-style-type: none"> ▪ Extracurricular activities ▪ Out of school activities ▪ Learning practices 	<p>Parents' general beliefs, goals and values</p> <ul style="list-style-type: none"> ▪ Socialisation goals/ Child-rearing beliefs ▪ Personal values related to education ▪ Parents' educational biographies ▪ Parenting style <p>Parents' child-specific perceptions and expectations</p> <ul style="list-style-type: none"> ▪ Life, educational and occupational aspirations for the child ▪ Perception of child's abilities, interests, aspirations, personality and achievement motivation ▪ Expectations for child's performance and educational pathway ▪ Causal attributions of child's educational achievements ▪ Self-efficacy beliefs <p>Parents' school-related perceptions</p> <ul style="list-style-type: none"> ▪ Satisfaction with school ▪ Perception of teacher-parent relationships ▪ Perception of teacher-pupil relationships <p>Parental practices</p> <ul style="list-style-type: none"> ▪ Parental involvement and monitoring ▪ Support in making educational and career choices ▪ Provision of support for participation in activities/ for fostering child's interests and aspirations 	<ul style="list-style-type: none"> ▪ Attitudinal and behavioural norms ▪ Peer pressure ▪ Classroom goal structure ▪ Social comparison 	<p>Teachers' general beliefs, goals and values</p> <ul style="list-style-type: none"> ▪ Personal values related to education ▪ Pedagogical goals (beliefs about the purpose or goals of instruction and learning in school) ▪ Teachers' self-efficacy beliefs ▪ Perceived responsibility for pupils' educational aspirations and achievement ▪ General expectations for pupils ▪ Perception of teacher-pupil relationships ▪ Perception of teacher-parents relationships <p>Teachers' child-specific perceptions and expectations (for each pupil)</p> <ul style="list-style-type: none"> ▪ Perception of child's abilities, interests, aspirations, personality and achievement motivation ▪ Perceptions of parental aspirations and expectations for the child ▪ Expectations for child's performance and educational pathway ▪ Causal attributions of child's educational achievement ▪ Perception of quality of co-operation with child's parents ▪ Perception of parental involvement <p>School practices</p> <ul style="list-style-type: none"> ▪ School climate ▪ Educational and career guidance ▪ Provision of extracurricular activities ▪ Provision of support in transitional periods