

Coding Scheme

Variable	Code	Description	Example / expanded description
Authors		Authors' names	
# in data set	1–xx		
Publication year	2018–2023		
Country		Country of participants	E.g., USA, China, Germany, ...
Research methods (<i>tick one</i>)	Quant Qual Mixed	Quantitative methods Qualitative methods Mixed methods	(Quasi-)Experimental, correlational Case study, grounded theory Quant and qual data sources
Participants' level of education (<i>tick all that apply</i>)	Elem Secon	Elementary school students (1-7) Secondary school students (7-12)	Approx. grades 1-6/7, 5-11/12 years old Approx. grades 7/8-13, 12-18 years old
Sample size (<i>tick one</i>)	0–50 51–100 101–200 201–500 501–1000 >1000		
Design (<i>tick all that apply</i>)	Corr Long – Long + Micro Case study	Correlational design Longitudinal design, 2 timepoints Longitudinal design, >2 timepoints Micro-longitudinal study Case study	A single time point considered SE/main variables measured at two time-points SE/main variables measured at three or more time-points As above, but short time-intervals (1 week or less) Qualitative study /design
Level of data (<i>tick one</i>)	Case Individual/ Pooled Multi	Case study Individual data grouped together Multilevel design and analyses	Single case case-study or multiple case case-study (intraindividual). Qualitative data. Group data: nestedness not considered / reported. Possibly accounted for (including studies adjusting standard errors for hierarchical structure) E.g., students nested within classrooms within schools; level 2 parameters reported
Dimensions of self-efficacy	Strength Specificity Difficulty	Variations in strength Variations in generality/specificity Variations in difficulty	The study measures SE on a scale from 1-10 (“how certain are you”) The study measures SE for different content areas of mathematics /different levels of specificity The study measures SE for different level of difficulty tasks
Treatment of self-efficacy (<i>tick all that apply</i>)	Corr Pred Out Recip Med Mod	Self-efficacy as correlate Self-efficacy as predictor/independent variable Self-efficacy as outcome/dependent variable Self-efficacy and reciprocal effects Self-efficacy as mediator Self-efficacy as moderator	Relationship (non-directional) with other variables E.g., SE predicting achievement: How does self-efficacy affect performance? E.g., mastery experiences predicting SE; How do SE sources change SE? E.g., reciprocal relationships between SE-Performance / emotions E.g., SE mediating the effect of previous achievement on future achievement E.g., SE moderating the effect of teaching interventions on outcomes

Other main variables. (tick all that apply)	Gender	Students' gender	Gender as substantive interest in the study (not just controlled for)
	Coll. SE	Collective (Self-)Efficacy	E.g., the perception of students in a class that they are a class that can learn mathematics
	SEsources	Mastery Experiences/ vicarious experiences/ social/verbal persuasion/ physiological states/reactions/cognitive attribution (of sources)	E.g., (own) previous performance experiences/ considering others' performances/ verbal or non-verbal encouragement/ pulse, sweat, stress, serenity/ cognitive appraisal ("what did it mean?")
	Grades	Grades	E.g., grades from school
	Perf	Performance variables	E.g., tests of skills, achievement
	Anx	Anxiety (math anxiety)	Mathematics anxiety
	Mot	Motivational or affective variables (self-report)	E.g., interest, motivation, emotional self-efficacy, stress, perceived competence, attitude, perceived self-regulation, outcome expectancies
	Behav	(Student) behaviour variables	E.g., effort, engagement, study habits
	Teach	Teacher variables	E.g., classroom interactions, teacher praise, feedback
	Context	Other context variables	E.g., school measures, family, student background
Congruence of measures* (code when applicable)	Congr.	The task measure (domain of functioning) is congruent with the SE measure	E.g., task-specific SE and task-specific performance measure
	Incongr.	The task measure is incongruent with the SE measure	E.g., task-specific SE and domain-specific performance measure
	n/a	The code is not applicable	The study did not include such a design
Order of measures* (code when applicable)	Congr.	The order is congruent with the treatment of SE	E.g., SE collected before a measure of performance when SE is predictor
	Incongr.	The order is incongruent with the treatment of SE	E.g., SE collected after a measure of performance when SE is outcome
	No report	The order is not reported	The manuscript does not include the information
	n/a	The code is not applicable	The study did not include such a design
Data sources (tick all that apply)	Test	Performance test	E.g., math performance test
	Quest	Questionnaire	E.g., survey on students' SE
	Reports	Written reports/ worksheets/ student diaries	E.g., students' learning diaries
	Interv	Interviews	E.g., individual or focus-group interviews
	Obs	Observations (video, field notes)	E.g., systematic classroom observations
	Sec	Secondary data	E.g., PISA test score and /or SE measure
SE topic (tick all that apply)	Geo	Geometry	E.g., the PISA measure SE is measured at the domain level E.g., problem-posing SE
	Alg	Algebra	
	Arith	Arithmetic	
	Comb	Combinatorics /probability	
	Fract	Fractions	
	Funct	Functions and analysis	
	Mix	Mixture of topics	
	Domain	Mathematics domain	
	Other	Other math object	

*NB These categories are only coded if relevant