

Supplementary Material 1. Pseudocode formulas for multilevel and regression analyses

We tested the following regressions (written in pseudocode formulas):

$Likert_stress \sim SDQ_TOT_cwc + SDQ_TOT_cb + Tests_cwc + Tests_cb + Climate_cwc + Climate_cb + Age + Gender + (1 + | Classroom)$. Model related to **hypothesis 1**

$Climate_cwc \sim SDQ_TOT_cwc + SDQ_TOT_cb + Tests_cwc + Tests_cb + Age + Gender + (1 + | Classroom)$. Model related to **hypothesis 2**

$Likert_stress \sim Age + Gender + AGQR_masteryapproach + AGQR_masteryavoidance + AGQR_perf_approach + AGQR_perf_avoidance + (1|Classroom)$. Model related to **hypothesis 2**

Where:

- *Likert_stress* (Stress): student-rated school stress on a Likert-type scale (modeled as approximately continuous).
- *SDQ_TOT_cwc* (Within-class SDQ total difficulties): student-level deviation from their classroom's mean SDQ total difficulties score. Interpreted as within-classroom differences (students higher/lower than classmates).
- *SDQ_TOT_cb* (Between-class SDQ difficulties): classroom mean SDQ total difficulties score, grand-mean centered. Interpreted as between-classroom differences (classrooms with higher/lower average difficulties).
- *Tests_cwc* (Within-class number of tests): student-level deviation from their classroom's mean number of tests reported in the last month. Interpreted as whether a student reports more/fewer tests than classmates.
- *Tests_cb* (Between-class number of tests): classroom mean number of tests, grand-mean centered. Interpreted as classrooms with generally more/fewer tests.
- *Climate_cwc* (Within-class classroom climate): student-level deviation from their classroom's mean perceived climate. Interpreted as individual perception relative to classmates.
- *Climate_cb* (Between-class classroom climate): classroom mean perceived climate, grand-mean centered. Interpreted as differences in average climate across classrooms.
- *Age*: student age (in years), included to account for developmental/grade-related differences in perceived school stress (e.g., increasing academic demands in later years).
- *Gender*: student gender (categorical/factor), included to account for potential gender-related differences in perceived school stress.
- *AGQR_*: the 4 AGQR subscales.
- $(1 | Classroom)$: random intercept for classroom, capturing unobserved between-classroom differences in baseline stress.