Supplementary Material

# Supplementary Tables

Supplementary Table 1: Item wording for each of the Attitudinal Factors in the School Attitudes Survey. The placeholders <SUBJECT> and <OCCUPATION> are replaced at run-time with the participant’s actual subject names or an appropriate occupation that that subject might reasonably lead towards.

|  |  |  |  |
| --- | --- | --- | --- |
| Attitudinal Factor | Item Wording | Left Hand Indicator | Right Hand Indicator |
| Subject Anxiety\* | When I study <SUBJECT> I feel: | Worried | Relaxed |
| Creativity | When I study <SUBJECT> I am able to develop new and useful ways of independent learning | Strongly Disagree | Strongly Agree |
| Difficulty\* | I struggle with completing the assignments for <SUBJECT> class. | Strongly Disagree | Strongly Agree |
| Enjoyability | I think <SUBJECT> is: | Boring | Enjoyable |
| Self-Efficacy | I think I am very good at <SUBJECT> | Strongly Disagree | Strongly Agree |
| Career Usefulness | A job as a <OCCUPATION> would be interesting. | Strongly Disagree | Strongly Agree |
| Personal Usefulness | For my planned career, knowledge of school <SUBJECT> will be: | Worthless | Priceless |
| Relevance | <SUBJECT> helps to make life better. | Strongly Disagree | Strongly Agree |
| Intentions† | I am very likely to enroll on a <SUBJECT> course in Year 11.  I am very likely to enroll on a <SUBJECT> course after school | Strongly Disagree | Strongly Agree |

\* These items are reverse keyed in the analyses. †Only one of these item wordings is displayed to the student depending on whether they are a Year 10 student (upper wording) or a Year 11 or 12 student (lower wording)

Supplementary Table 2: Correlation coefficients between Attitudinal Factors for all Year 11 and 12 students at both schools studying a course from the English KLA. Bold text has been used to indicate a moderate correlation (*r*>0.30). Bold text and a dagger symbol have been used to indicate a strong correlation (*r*>0.50).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Anxiety | Creativity | Difficulty | Enjoyability | Relevance | Self-Efficacy |
| Anxiety |  |  |  |  |  |  |
| Creativity | -0.50† |  |  |  |  |  |
| Difficulty | 0.57† | -0.46 |  |  |  |  |
| Enjoyability | -0.57† | 0.60† | -0.56† |  |  |  |
| Relevance | -0.45 | 0.53† | -0.45 | 0.62† |  |  |
| Self-Efficacy | -0.62† | 0.57† | -0.60† | 0.66† | 0.57† |  |

Supplementary Table 3: Correlation coefficients between Attitudinal Factors for all Year 11 and 12 students at both schools studying a course from the Mathematics KLA. Bold text has been used to indicate a moderate correlation (*r*>0.30). Bold text and a dagger symbol have been used to indicate a strong correlation (*r*>0.50).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Anxiety | Creativity | Difficulty | Enjoyability | Relevance | Self-Efficacy |
| Anxiety |  |  |  |  |  |  |
| Creativity | -0.42 |  |  |  |  |  |
| Difficulty | 0.68† | -0.40 |  |  |  |  |
| Enjoyability | -0.56† | 0.49 | -0.47 |  |  |  |
| Relevance | -0.46 | 0.36 | -0.41 | 0.50† |  |  |
| Self-Efficacy | -0.76† | 0.39 | -0.65† | 0.58† | 0.48 |  |

Supplementary Table 4: Correlation coefficients between Attitudinal Factors for all Year 11 and 12 students at both schools studying a course from the Sciences KLA. Bold text has been used to indicate a moderate correlation (*r*>0.30). Bold text and a dagger symbol have been used to indicate a strong correlation (*r*>0.50).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Anxiety | Creativity | Difficulty | Enjoyability | Relevance | Self-Efficacy |
| Anxiety |  |  |  |  |  |  |
| Creativity | -0.39 |  |  |  |  |  |
| Difficulty | 0.54† | -0.35 |  |  |  |  |
| Enjoyability | -0.38 | 0.48 | -0.34 |  |  |  |
| Relevance | -0.31 | 0.42 | -0.33 | 0.52† |  |  |
| Self-Efficacy | -0.64† | 0.48 | -0.53† | 0.53† | 0.39 |  |

Supplementary Table 5: Correlation coefficients between Attitudinal Factors for all Year 11 and 12 students at both schools studying a course from the HASS KLA. Bold text has been used to indicate a moderate correlation (*r*>0.30). Bold text and a dagger symbol have been used to indicate a strong correlation (*r*>0.50).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Anxiety | Creativity | Difficulty | Enjoyability | Relevance | Self-Efficacy |
| Anxiety |  |  |  |  |  |  |
| Creativity | -0.27 |  |  |  |  |  |
| Difficulty | 0.55† | -0.11 |  |  |  |  |
| Enjoyability | -0.42 | 0.54† | -0.26 |  |  |  |
| Relevance | -0.29 | 0.44 | -0.15 | 0.58† |  |  |
| Self-Efficacy | -0.57† | 0.40 | -0.46 | 0.56† | 0.36 |  |

Supplementary Table 6: Correlation coefficients between Attitudinal Factors for all Year 11 and 12 students at both schools studying a course from the CAPA KLA. Bold text has been used to indicate a moderate correlation (*r*>0.30). Bold text and a dagger symbol have been used to indicate a strong correlation (*r*>0.50).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Anxiety | Creativity | Difficulty | Enjoyability | Relevance | Self-Efficacy |
| Anxiety |  |  |  |  |  |  |
| Creativity | -0.24 |  |  |  |  |  |
| Difficulty | 0.57† | -0.36 |  |  |  |  |
| Enjoyability | -0.42 | 0.47 | -0.41 |  |  |  |
| Relevance | -0.38 | 0.23 | -0.33 | 0.48 |  |  |
| Self-Efficacy | -0.46 | 0.42 | -0.43 | 0.58† | 0.34 |  |