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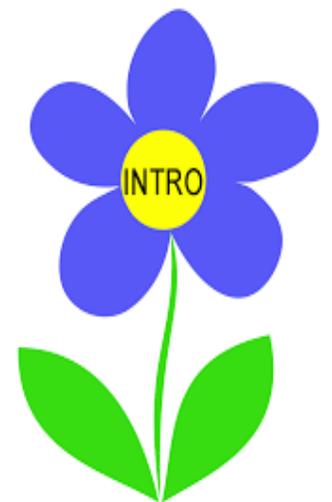
**PROMOTING STUDENT ENGAGEMENT:  
INTERPLAY OF PERCEIVED SELF-  
BELIEFS AND TEACHER SUPPORT IN  
FOSTERING POSITIVE YOUTH  
DEVELOPMENT**

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# INTRODUCTION

- Active engagement in school is critical for academic success and student adaptation.
- Student Engagement construct as a key summary marker of the quality of students' experiences in school that contribute to learning & achievement (Skinner & Pitzer, 2012).



# STUDENT ENGAGEMENT

- **Explain the extent to which students are committed to and participate in learning and school activities that contribute to educational attainment.**
- **A multidimensional construct comprising academic, behavioral, affective and cognitive components.**

(Appleton, Christensen, Kim, & Reschly, 2006)

Increasing student engagement





# DIMENSIONS OF STUDENT ENGAGEMENT

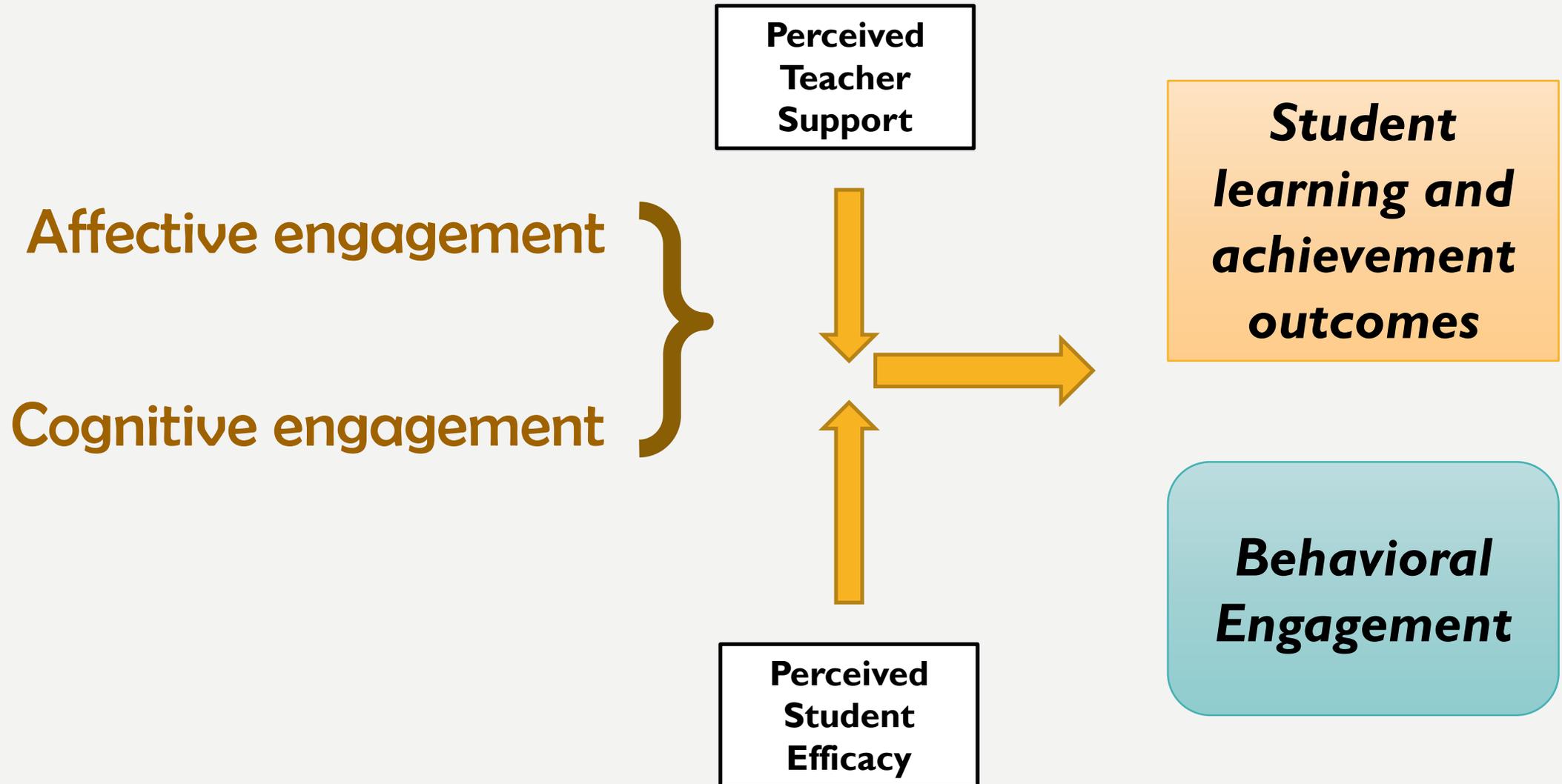
- **Affective engagement**
- **Behavioral engagement**
- **Cognitive engagement**

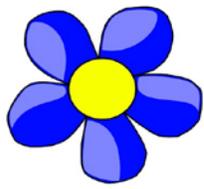


***Student  
learning and  
achievement  
outcomes***



# POSTULATED ENGAGEMENT MODEL



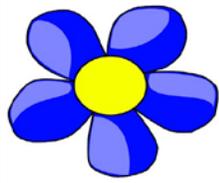


# TEACHER SUPPORT

- Teacher support is about the extent to which students believe their teachers value and seek to establish personal relationships with them (Ryan & Patrick, 2001).
- Additive, independent and compensatory contribution to engagement (Wang & Eccles, 2012).

**We reason that perceived teacher support does not necessarily exercise an independent influence but also works as a mediating mechanisms of cognitive and affective engagement to shape student competencies.**





# STUDENT'S ACADEMIC EFFICACY

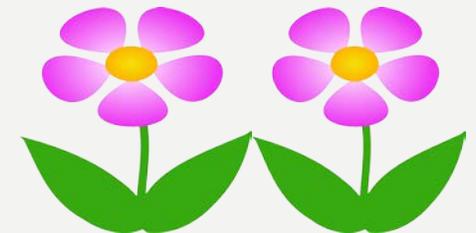
- Self-efficacy is about an individual's appraisal of one's capabilities to influence personal outcomes (Bandura, 1995).
- Shown to exert an important influence on how one thinks, feels, behaves, and self-motivates, and provide an important window for understanding individual differences in achievement and academic failure.

**As efficacy beliefs are shaped by the context of its development, we posit that it works in concert with teacher support as antecedents to provide the conditions to foster cognitive and affective participation in school and bring about the desired student outcomes.**

# POSITIVE YOUTH DEVELOPMENT FACTORS AS OUTCOMES

- Comprise personal strengths, relationships, skills, opportunities, and values that foster resilience to high-risk environments (Lerner et al 2011).
- Linking student engagement with positive youth development has the potential of expanding our understanding on the reach of engagement beyond academic-related factors to capacity building of youth assets and strengths.

**We posit specific assets that students' perceived efficacy and positive teacher support may have a direct impact upon as outcome indicators on positive youth development.**



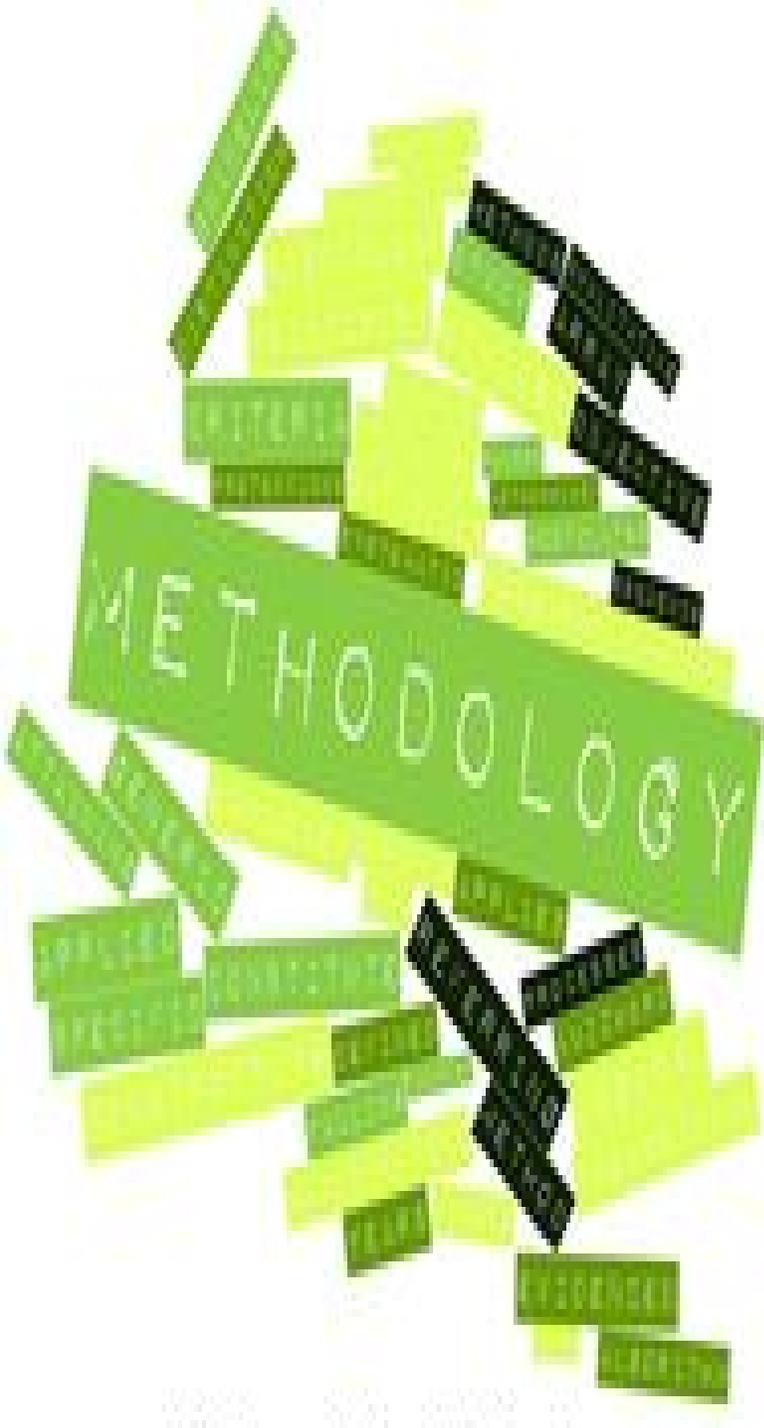


# RESEARCH QUESTIONS

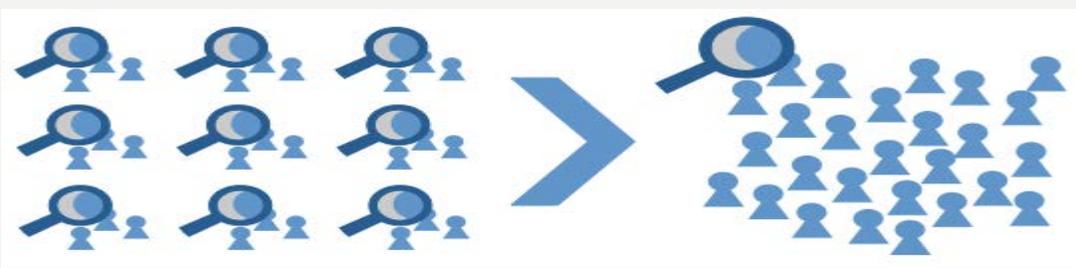
**RQ 1:** How do students' perceptions of teacher support and academic efficacy relate to their affective, behavioral and cognitive engagements, and student competencies of affective strengths, future educational aspirations, and academic buoyancy?

**RQ 2:** How do affective and cognitive engagements relate to behavioral engagement?

**RQ 3:** To what extent do students' perceptions of teacher support and academic efficacy mediate the associations between affective and cognitive engagements and outcomes of behavioral engagement and student competencies?



- Short longitudinal study involving a self-report survey conducted with lower secondary school students at 2 time points in 2014 and 2015.
- Convenience sampling of schools.



# PARTICIPANTS

- 3186 Secondary 1 & 2 Express & Normal stream students from 11 neighborhood schools in 2014 and 2015.
- 48.4% boys; 45% attended Secondary 1;  $M = 13.6$  years,  $SD = 0.56$ .
- Self-reported ethnic identification was 62.7% Chinese, 24.5% Malay, 5.2% Indian, 1.7% Eurasians and 5.7% endorsed other minority groups.



# MEASURES

## ANTECEDENTS

**Affective Engagement** - students' interest in & affect towards school & feelings towards teachers and interest in coursework (10)

**Cognitive Engagement** - students' motivation & use of internalized self-regulatory strategies & extent to which they value doing well in school in relation to achieving their future goals (11)

## MEDIATORS

**Teacher Support** - students' perception of their class teacher's support, instrumental help and satisfaction (5)

**Academic Efficacy** - students' perceptions of their school competence (7)

## OUTCOMES

**Behavioral Engagement** –

at-risk behaviors, school work preparation and school attendance (10)

**Affective strengths** –

goal-setting and emotional regulation (8)

**Future educational aspirations** –

students' perceived relevance of school at present to their goals in future. (4)

**Academic buoyance** –

ability to effectively deal with setback, challenge, adversity and pressure typically faced in the ordinary course of everyday school life (4)



# FINDINGS

**RQ 1:** How do students' perceptions of teacher support and academic efficacy relate to their affective, behavioral and cognitive engagements, and student competencies of affective strengths, future educational aspirations, and academic buoyancy?

**RQ 2:** How do affective and cognitive engagements relate to behavioral engagement?

**All the bivariate correlations among the variables were statistically significant and in the expected directions, with a low to moderate range (-.073 to .57).**

- Higher levels of behavioral disengagement were significantly associated lower levels of affective & cognitive engagement, perceived teacher support & efficacy, and all student outcomes.
- Students' perception of teacher support was positively associated with affective strengths, and academic buoyancy.
- Academic efficacy was positively associated with the four student competencies and behavioral engagement.

**Independent t-tests conducted with sex and academic status indicated:**

- Boys obtained significantly higher means on all measures except for cognitive engagement and future educational aspirations;
- Students from Normal stream obtained significantly higher means in perceived teacher support but lower scores on behavioral engagement.

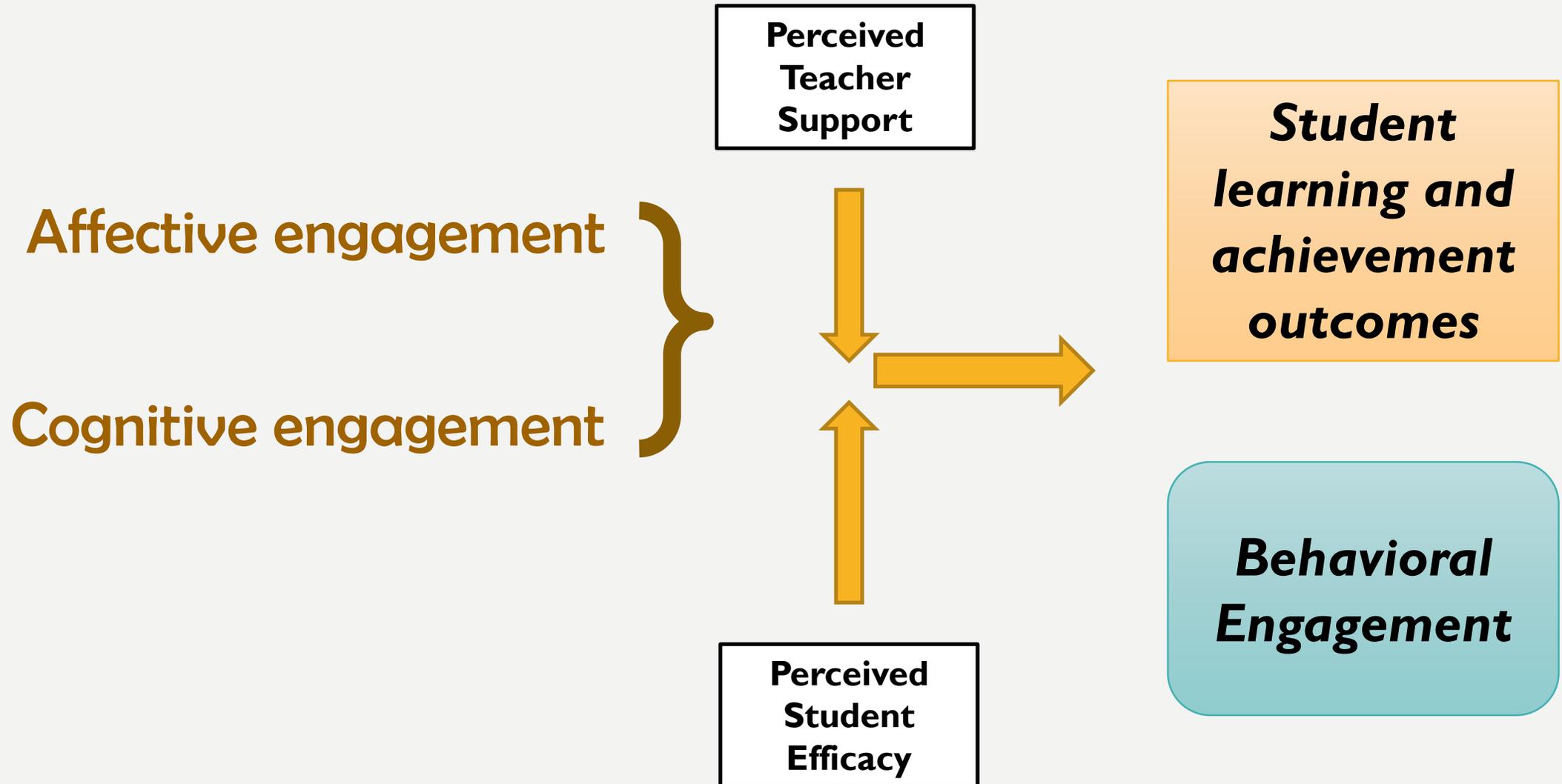


# FINDINGS

**RQ 3:** To what extent do students' perceptions of teacher support and student efficacy mediate the associations between affective and cognitive engagements and outcomes of behavioral engagement and student competencies?

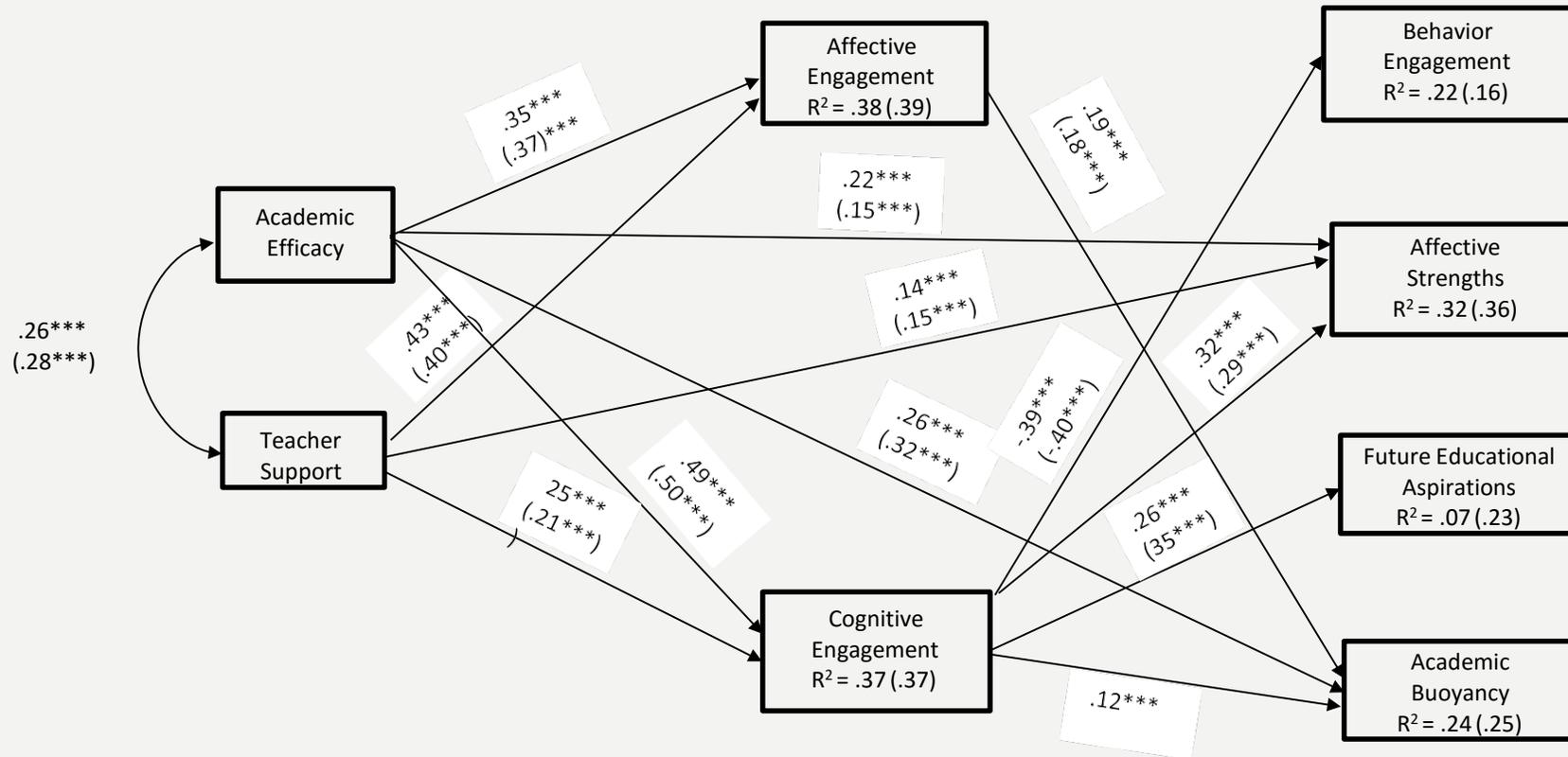


# POSTULATED ENGAGEMENT MODEL





# THE MODEL OF STUDENT ENGAGEMENT



Note: \*\*\* $p < .001$ ; Numbers in parenthesis () are 2015 figures.

The fit of the model is excellent with  $\chi^2 (18, n = 3776) = 106.50 p = .001$ ; CFI = .99, RMSEA = .04, and TLI = .97.

# DISCUSSION

## **Teacher Support & Student Efficacy**

Teacher support and academic efficacy have direct though different relationships with behavioral engagement and student competencies, and along different pathways of influence via affective and cognitive engagement.

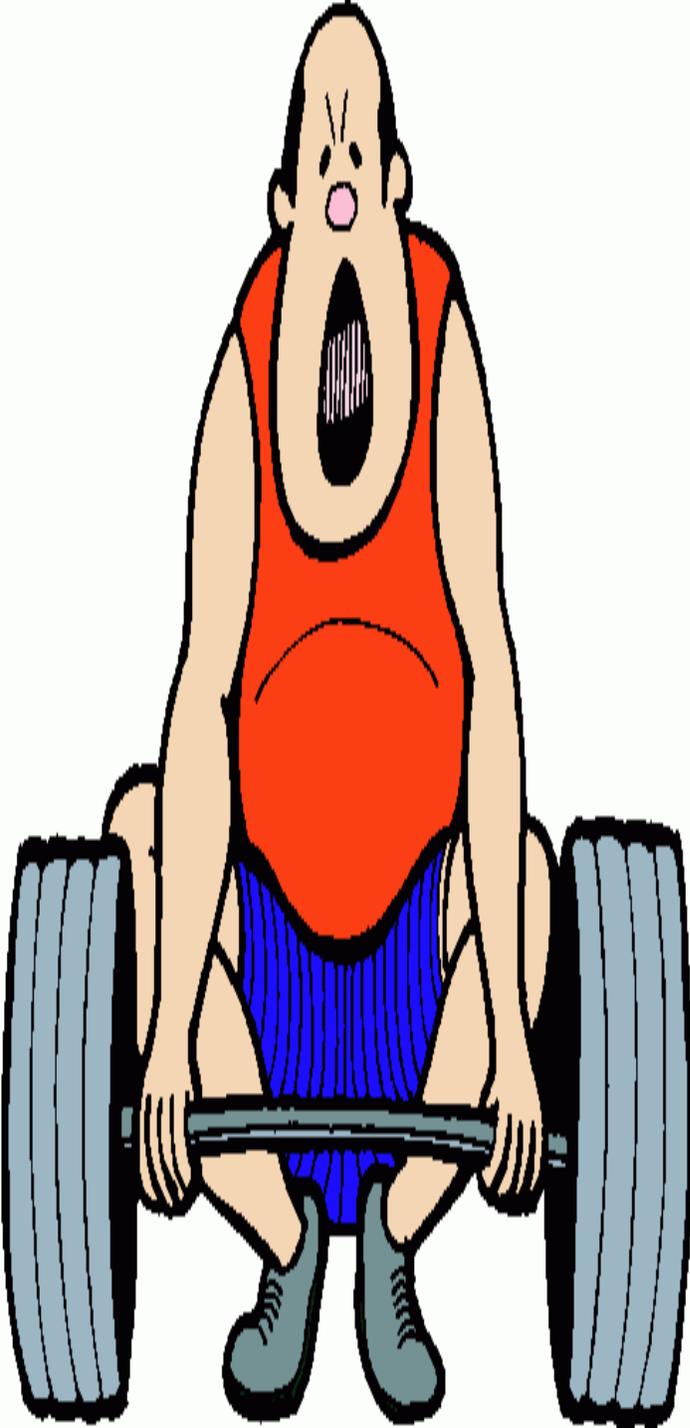
Compared to teacher support, academic efficacy has a more pervasive impact across the identified student competencies.

## **Affective & Cognitive Engagement**

Cognitive but not affective engagement provides the facilitating condition to foster behavioral engagement.

The meditational role of affective engagement is only evident with academic buoyancy.

Cognitive engagement fully mediates the effects of academic efficacy on behavioral engagement and future educational aspirations, BUT partially on the affective strengths and academic buoyancy.



# PRACTICE IMPLICATIONS

- Study highlights specific malleable student, teacher and school factors that support continuing student engagement in school.
- Expanding, consolidating or refining current platforms instead of creating new avenues to further strengthen their engagement.
- The identified factors in this study also provide promising targets for prevention and interventions seeking to increase students' exposure to protective and enabling factors in navigating various school-related challenges and barriers to academic success.



# CONCLUSION

Students' perceived positive teacher support and academic efficacy about their ability to handle schoolwork relate to their adaptive competencies.

These productive student assets can be strengthened when teachers work to engage students actively in classroom learning and by facilitating their involvement in school.

