

Modeling the Effect of School Engagement on Attendance to Classes and School Performance [Modelización del efecto del compromiso escolar sobre la asistencia a clases y el rendimiento escolar]

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This study seek modelling the structure that relates school engagement with a direct effect on the dependent variables: attendance to classes and school performance. The indirect effect of contextual variables (Family, Teachers and Classmates) on the dependent variables thru school engagement. A sample of 1170 students of 12 to 17 years old was used. Two questionnaires are answered by every student to assess school engagement and contextual variables. Information about school performance and percentage of attendance to classes is provided by holders of municipal schools. School engagement is considered as conformed by three subtypes of engagements (affective, cognitive and behavioural). Structural equation modelling is performed to determine the fit of model to data. The mediation model proposed presented a good fit (RMSEA =.045; CFI =.944, TLI =.940). Cognitive engagement has a direct positive and moderated effect on school performance. Affective engagement has a direct positive and moderated effect on attendance to classes. School engagement is a variable to consider affecting the dependent variables school performance and attendance to classes. An important issue is that School engagement and contextual variables are modifiable aspects of a student life. Because of that, intervention programs who seek to improve the school performance could consider it. © 2018

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Attendance to classes

Causal model

School commitment

School performance

School students