

# Positive Emotions, Autonomy Support and Academic Performance of University Students: The Mediating Role of Academic Engagement and Self-efficacy

## [Emociones positivas, apoyo a la autonomía y rendimiento de estudiantes universitarios: el papel mediador del compromiso académico y la autoeficacia]

Oriol-Granado X.

Mendoza-Lira M.

Covarrubias-Apablaza C.-G.

Molina-López V.-M.

The overall objective of this study is to prove whether some variables, such as autonomy support and positive affect experienced in the classroom, are predictors of academic performance through self-efficacy and engagement in university students. The tested model confirms the expected results but notes that self-efficacy does not show a significant direct effect on performance. Therefore, a second model is tested. We include self-efficacy as a predictor of academic engagement, eliminating the direct effect of this variable on performance. The results show a greater adjustment in the second model. It is concluded that: (a) positive emotions and autonomy support predict academic performance, self-efficacy and academic engagement; (b) self-efficacy predicts higher levels of academic engagement and the latter improves academic performance, and (c) indirect effects also show the existence of a mediation of these variables on the predictive relationship of autonomy support and positive emotions on performance. © 2017 Universidad del País Vasco.

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Academic engagement

Academic performance

Positive emotions

Self-efficacy