

ANTECEDENTS OF SCHOOL ENGAGEMENT AMONG ROMANIAN ADOLESCENTS¹

Viorel Robu *

Romanian Academy, Iași Branch
Romania

Abstract

Over the last two decades, the concept of school engagement has attracted increased interest from educational researchers and professionals. The dimensions of school engagement, as well as antecedents have given rise to important shifts in perspectives about the importance of students' experiences in school and the influence of these experiences on various psychological, social and academic outcomes. The aim of this present study was to explore the contribution that several individual characteristics and variables related to family environment and school climate have on the prediction of school engagement among Romanian high school students. The data were collected through a six questionnaires-based survey, which were completed by 612 students. There were significant differences between the boys and girls when it came to school engagement, conscientiousness, perceived social support from teachers, autonomy in school, as well as clarity and consistency in school rules. There were significant correlations among all variables. Conscientiousness, personal growth initiative, gender, perceived support from teachers and peers and the quality of the relationship with parents were significant predictors of school engagement. The findings are discussed in the context of their relevance for the empirical evidence on school engagement and interventions which are needed to increase adolescents' interest and involvement in school activities.

Keywords: adolescents; school engagement; antecedents; hierarchical linear modeling

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* Post-doctoral scholar, PhD, POSDRU I ID 56815 "Knowledge Based Society - Research, Debates, Perspectives" Project, Romanian Academy, Iași Branch, Romania; e-mail: robuviorel_upa@yahoo.com