

PERSONAL FACTORS RELATED TO ACADEMIC ENGAGEMENT IN EDUCATIONAL SCIENCES STUDENTS

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Abstract

The current study aimed to explore the relationship between academic engagement indicators and socio-demographic personal factors (age, parental and occupational status, amount of participation in work, caring and domestic activities, residence distance from university, self-appreciated financial status, study conditions, general health, social support, and computer use abilities) in a group of educational sciences university students. The general research questions related to how these factors distribute in the group and to what extent they relate to academic attendance and engagement. The study found that age and other responsibilities, such as work, caregiving, and domestic tasks, are modest but significant barriers to consistent academic attendance and timely completion of assignments. Older students and those with more family and professional responsibilities tend to attend fewer academic activities and have difficulty meeting deadlines for essential academic tasks. Also, results suggest that an adequate study environment, a good perceived overall health and better estimated computer use proficiency tend to facilitate academic engagement most, across multiple behaviors.

Keywords: demographic factors, personal circumstances, employment, caregiving, economic status, health status, social support, computer use proficiency, academic engagement

According to Myint and Khaing (2020) meta-analytic study, the most significant internal factors which influenced the academic engagement of university students were optimism, loyalty intention, sense of belonging, motivation, valuing, meta-cognition, self-efficacy, locus of control and sense of place were the most significant internal factors which influenced the academic engagement of university students, while grade, lecturer's teaching styles, gender and leave intention were found as the greatest external factors of academic engagement. Therefore, for improving academic engagement of university students, authors suggested that the administrators, educators and staff should emphasize the importance of

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internal factors and find ways and activities to cultivate these mechanisms, also considering the importance of appropriate teaching styles and systematic leave intention support measures.

The current study analyses academic engagement indicators related to socio-demographic personal factors (age, parental and occupational status, amount of participation in work, caring and domestic activities, residence distance from university, self-appreciated financial status, study conditions, general health, social support, and computer use abilities).

As regards *age and life stage*, Kasworm (2003) and Knowles, Holton, and Swanson (2015) emphasize that adult learners engage differently compared to traditional students. Age is linked to multiple life roles and accumulated experiences, which influence motivation and learning strategies. Older students tend to engage more when learning is relevant to their professional and personal lives, while younger students may rely more on institutional integration and peer interaction (Tinto, 1993).

Parental and occupational status, implying competing responsibilities, also shapes academic engagement. Kasworm (2003) shows that adult students balancing parenting and employment may struggle with sustained engagement unless universities offer flexibility. Knowles et al. (2015) highlight that adult learners value practical and problem-centered knowledge that helps them integrate study with work and family responsibilities. When institutions acknowledge these roles, students feel more supported and stay engaged.

The amount of time spent *participating in work, caring, and domestic activities* also matters, while the extent of work or caregiving duties can either hinder or motivate engagement. Kasworm (2003) points out that such commitments often reduce available study time, but if the learning connects directly to students' careers, engagement increases. Florescu et al. (2023) add that stress from juggling multiple roles may generate negative emotions, reducing motivation and focus in online environments.

Residence distance from university might also be a relevant factor of engagement. Tinto (1993) stresses that students who live far from campus or commute long distances may feel less socially integrated, which undermines engagement. Digital opportunities (Ng, 2012) can partly bridge this gap if students have adequate digital literacy, but insufficient support can reinforce disengagement.

Considering *financial status and study conditions*, we could assume that financial difficulties and poor study conditions are barriers to engagement. Daniels et al. (2015) note that limited resources (e.g., materials, stable internet access) affect attendance and participation. Tight (2019) reinforces that equitable institutional practices and supportive environments encourage engagement regardless of financial background.

Conversely, financial stress is associated with negative emotions (Florescu et al., 2023), which weaken academic motivation.

General health and health issues, including stress and anxiety, are important personal factors. For example, Field (2018) underlines how statistics anxiety and academic stress negatively affect engagement. Florescu et al. (2023) further argue that dysfunctional negative emotions, such as hopelessness, hinder persistence and reduce involvement, especially in online learning contexts.

Social support has been shown as one of the strongest predictors of engagement. Tinto (1993) shows that both academic and social integration are essential for persistence. Students who feel connected to peers and faculty are more engaged. Tight (2019) expands this by identifying emotional engagement as tied to a sense of belonging. Daniels et al. (2015) similarly find that attendance and classroom participation are improved by inclusive teaching and peer support.

Moreover, particularly in the context of online and blended learning, *digital skills* are crucial. Broadbent & Poon (2015) argue that self-regulated learning strategies, often mediated through technology, sustain engagement. Ng (2012) warns that not all students labeled as "digital natives" have the reflective and critical digital literacy needed for academic success. Without adequate computer use abilities, engagement suffers, even if students are highly motivated.

Method

Objective

The current study proposes to explore the relationship between academic engagement indicators and socio-demographic personal factors in a group of educational sciences university students.

The general research questions relate to how these factors distribute in the group and to what extent do these factors relate to academic attendance and engagement, if they are associated with it. Although this is mostly an exploratory study for a better knowledge of a specific group, we assume that socio-demographic and personal circumstances variables (such as age, parental and occupational status, amount of participation in work, caring and domestic activities, residence distance from university, self-appreciated financial status, study conditions, general health, social support, and computer use abilities) are significantly related to academic engagement indicators

Participants

The group of participants consists of 233 students in educational sciences, 215 in Pedagogy of Primary and Preschool Education (89 in the 1st year, in Full-Time [FT] education and 126 in Blended Learning [BL] education, in the 1st and 2nd year) and 18 in the Special Psychopedagogy specialization, 1st year, at University of Oradea. The group has been presented in Barth, Țepelea, and Răcășan (2025, in press), in a study using different variables of the same dataset, to examine the relationship between self-reported symptoms of ADHD, dyslexia, and emotional distress (depression, anxiety, and stress) and their associations with relevant indicators of academic engagement in university students in the field of educational sciences. Also, other parts of the current dataset have been presented in Florescu, Răcășan, & Barth (2025, in press) in a study analyzing the socio-demographic, educational and motivational profile of students within the Pedagogy of Primary and Preschool Education (PPPE) study program. Here we will present a resumé of the main aspects.

As regards to the gender, the distribution is representative of the field of Educational Sciences, so that 98% are female and only 2% are male. From the entire population of first year undergraduate students at educational sciences, Romanian sections (230 students), at University of Oradea, 171 participated to the study, representing 74% of the total population. This could be considered a highly representative sample for active students, with lower risk of abandoning studies.

The average age is 24.7, and the median age is 20, with a minimum of 18 and a maximum of 51 years. In the case of the subgroup of students in the BL program, the average age is significantly higher (mean = 28, median = 25 years) as compared to those in the FT program (mean = 21, median = 19 years). Age differences are also reflected in marital and parental status, with a significant percentage of BL students being married (52%) and 40% having children (10% – one child, the other 2, 3, or 4 children), unlike FT students, of whom only 14% are married and 10% are parents, respectively. As regards the distance from the school, 48% of the total participants are from Oradea, 70% from the FT group and 30% from the BL group (the others living at more than 50 km from Oradea). These differences are specific to the BL group, indicating that the group is predominantly composed of people with family and professional responsibilities, who choose the Blended format for flexibility.

A relevant aspect regarding the characterization of the group is related to the involvement in paid productive activities (work). Of the total PPPE participants, 42.5% did not work, 15% worked less than 30 hours per week, and the remaining 42.5% worked more than 30 hours per week. There were significant differences depending on the type of study program, so that among students who were following Full Time (FT) studies, 68.5% did not

work, while in Blended Learning (BL) subgroup only 20% did not work. As regards the time spent working, 60.8% of BL students and only 21% of FT students worked more than 30 hours per week.

Measures and procedure

The questionnaire for collecting socio-demographic, personal and academic background data contains predominantly quantitative items expressed in age, kilometers, number of hours, grades or appreciations on a 1-7 Likert scale. The questionnaire has been widely described in Răcășan, (2024) and comprises items designed to measure the following variables related to socio- demographic and personal variables that are relevant for the current study:

- Age and gender,
- Residence distance from oradea,
- Relational/ marital and parenthood status (number and ages of children),
- Employment status and hours/ week spent on paid work,
- Hours/ week spent on household tasks and caregiving,
- Self-appreciated economic status, measured by item: "on a scale of 1 to 7, how well are you doing financially (as a family or with the people you manage household)? (1 - means very hard, you barely live from one day to the next, and 7 - excellent, you have much more than you need, including investments)"
- Self-appreciation of appropriateness of study conditions, measured by item "on a scale of 1 to 7, to what extent do you consider appropriate the material, space and environmental conditions you have for studying? (1 - very inappropriate, you don't have space, computer, it's noisy, and 7 - the conditions and environment are excellent)"
- Self-perceived level of social and family support, measured by item "on a scale of 1 to 7, to what extent do you think you receive the support you need from your social network (family, friends)? (1 would mean that no one helps you with anything, and 7 that you receive the necessary support from all points of view, both practically and emotionally)."
- Self-appreciation of general health, measured by item "on a scale of 1 to 7, how do you rate your overall health? (1 - means very poor, and 7 - excellent)"
- Self-appreciated level of computer-use skills, measured by item "how well do you handle using a computer? Answer on a scale from 1 to 7, where 1 means you don't use it at all, and 7 means you use it independently for all regular school tasks and some more advanced ones (e.g. Video editing, statistics programs, etc.)".

The academic engagement, challenges and performance questionnaire (described in Răcășan, 2024) contains items measured quantitatively (grades, percentages estimates and agreement with affirmations on a 1-7 Likert scale), of which the ones used in the current study refer to academic engagement:

- Percentage of attendance in seminars or face-to-face applicative activities (self-estimated) (1)
- Percentage of attendance in courses (for full-time students) or online meetings (for blended learning students) (self-estimated) (2)
- Percentage of attendance in academic activities (self-estimated, medium of 1 and 2)
- The extent to which students appreciate, on a 7-point Likert scale, that they:
 - Have thoroughly and completely studied their courses
 - Went through (reviewed) all the course materials
 - Have completed important assessment tasks on time (e.g., projects, ongoing assignments, control tasks)
 - Have completed and responded to all recommended tasks by the teachers, including optional ones.

The study is cross-sectional, based on data collected in february, academic year 2024–2025 in one questionnaire applied using Google Forms platform, comprising both quantitative and open-ended questions. The instruments and procedure are similar with a previous study conducted in 2023-2024 academic year (presented in Răcășan (2024), in a different and smaller group of students. For the current dataset procedure was more complex, not completely anonymous, rewarded with bonus points and has been widely described in Barth, Țepelea, and Răcășan (2025).

Results

Academic engagement related to demographic factors and concurrent occupations involvement

This section explores how age, number of children, distance from school, weekly work hours, time spent caring for others, and domestic activities relate to academic engagement. As expected, we can observe (Table 1) that age is strongly or moderately related to number of children ($\rho = .700, p < .001$), time spent working $\rho = .493, p < .001$), caring others ($\rho = .355, p < .001$), and with domestic activities ($\rho = .336, p < .001$), as older students typically face more competing responsibilities, which may explain some of the academic behavior patterns.

Specifically, the relations of these factors with academic engagement are mainly around percentage of attendance and completing important

assessment tasks on time, while the other indicators are not significantly related (table 1).

Percentage of attendance in academic activities slightly tends to decrease as:

- Age increases ($\rho = -0.140, p = .034$),
- Distance from school increases ($\rho = -0.136, p = .041$),
- Work hours/ week increase ($\rho = -0.188, p = .004$),
- Caring for others hours increase ($\rho = -0.134, p = .044$).

Timely completion of important assessment tasks is also negatively associated with:

- Age ($\rho = -0.142, p = .030$),
- Work hours/ week ($\rho = -0.226, p = .001$),
- Hours with caring for others/ week ($\rho = -0.211, p = .001$),
- Hours with domestic activities/ week ($\rho = -0.139, p = .035$).

Age, number of children, as well as the time allocated weekly to paid activities, caring for others and domestic activities are negatively associated with attendance in academic activities and with the timely completion of important assessment tasks, therefore older students and those with more family and professional responsibilities tend to attend less in academic activities and have difficulty meeting deadlines for essential academic tasks. In contrast, other forms of involvement, such as studying courses thoroughly or solving all recommended tasks (including optional ones), do not appear to be significantly influenced by these variables, suggesting that they may reflect intrinsic motivation rather than external constraints.

Also, the percentage of recovery or realization of compensatory activities for the absent applicative activities shows a significant positive correlation ($\rho = .161, p = .014$) with the total number of years of higher education and training courses completed, suggesting that students with more academic experience (many in the second faculty) show an increased tendency to compensate for absences through additional activities or tasks agreed with the teachers. At the same time, a significant negative correlation ($\rho = -.163, p = .013$) was found between the same academic experience and the timely completion of important assessment tasks, which could reflect a possible overload or difficulties in time management among students with more extensive experience.

Table 1. Academic involvement variables relations with demographic and concurrent occupations involvement variables

Item		Age	Number of children	Distance from school	Hours work/week	Hours caring others	Hours with domestic activities
Percentage of attendance in academic activities (self-estimated, medium).	Spearman's ρ	-.140*	-.096	-.136*	-.188**	-.134*	-.115
	Sig.	.034	.149	.041	.004	.044	.083
	N	228	228	227	228	227	227
I have thoroughly and completely studied the courses.	Spearman's ρ	.099	.090	.029	-.037	.100	.038
	Sig. (2-tailed)	.132	.170	.661	.572	.129	.564
	N	233	233	232	233	232	232
I have fully gone through the course materials.	Spearman's ρ	.068	.080	-.136*	-.123	.014	.053
	Sig. (2-tailed)	.302	.224	.038	.061	.832	.418
	N	233	233	232	233	232	232
I completed important assessment tasks on time (e.g., projects, assignments).	Spearman's ρ	-.142*	-.092	-.077	-.226**	-.211**	-.139*
	Sig. (2-tailed)	.030	.163	.240	<.001	.001	.035
	N	233	233	232	233	232	232
I completed and responded to all recommended tasks by the teachers, including the optional ones.	Spearman's ρ	.114	.115	.010	-.018	.038	-.011
	Sig. (2-tailed)	.082	.080	.879	.785	.560	.865
	N	233	233	232	233	232	232
What is your age?	Spearman's ρ	1.000	.700**	.187**	.493**	.355**	.336**
	Sig. (2-tailed)	.	<.001	.004	<.001	<.001	<.001
	N	233	233	232	233	232	232

Personal circumstances and academic engagement

To explore the relationship between student's personal circumstances and their academic engagement and behaviors, Spearman's correlation (ρ) was conducted between self-reported academic behaviors and five key contextual variables: perceived social support, financial well-being, self-appreciation of study conditions adequacy, of overall health, and computer use proficiency. The following results have been obtained:

- A weak but statistically significant positive correlation was found between self-perceived social support and thorough and complete study of courses ($\rho = .129$, $p = .050$).

- Financial status was positively correlated with thorough and complete study of courses ($\rho = .153, p = .020$), indicating that students in better financial situations are slightly more engaged with their studies.
- Self-appreciation of study conditions adequacy was positively and significantly correlated with multiple academic behaviors: attendance in academic activities ($\rho = .131, p = .048$), fully reviewing course materials ($\rho = .171, p = .009$), timely assessment task completion ($\rho = .222, p < .001$), completion of all recommended tasks ($\rho = .184, p = .005$).
- Self-appreciation of overall health had significant positive correlations with: attendance in academic activities ($\rho = .188, p = .004$), thorough and complete study of courses ($\rho = .178, p = .007$), fully reviewing course materials ($\rho = .192, p = .003$), completion of all recommended tasks ($\rho = .170, p = .009$).
- Self-estimated computer use proficiency was positively and significantly correlated with: thorough and complete study of courses ($\rho = .259, p < .001$), completion of all recommended tasks ($\rho = .219, p < .001$).

These results suggest that an adequate study environment, a good perceived overall health and better estimated computer use proficiency tend to facilitate academic engagement most.

Table 2. Relations of personal circumstances items with academic engagement variables

Item		percentage of attendance in academic activities	thoroughly and completely study of courses	fully gone through the course materials	completed important tasks on time	completed and responded to all recommended tasks by the instructors
On a scale of 1 to 7, to what extent do you think you receive the support you need from your social network (family, friends)? (1 would mean that no one helps you with anything, and 7 that you receive the necessary support from all points of view, both practically and emotionally).	Spearman's ρ	.030	.129*	.044	.087	.075
	Sig. (2-tailed)	.656	.050	.501	.184	.251
	N	228	233	233	233	233
On a scale of 1 to 7, how well are you doing	Spearman's ρ	.116	.153*	.127	.079	.004
	Sig. (2-tailed)	.080	.020	.054	.229	.953

financially (as a family or with the people you live with)? (1 - means very hard, you barely live from one day to the next, and 7 - excellent, you have much more than you need, including investments)	N	228	233	233	233	233
On a scale of 1 to 7, to what extent do you consider the material, space and environmental conditions you have for the study to be appropriate? (1 - very inappropriate, you don't have appropriate space, a computer, it's noisy etc., and 7 - the conditions and environment are excellent)	Spearman's ρ Sig. (2-tailed)	.131*	.113	.171**	.222**	.184**
	N	228	233	233	233	233
On a scale of 1 to 7, how do you rate your overall health? (1 - means very poor, and 7 - excellent)	Spearman's ρ Sig. (2-tailed)	.188**	.178**	.192**	.108	.170**
	N	228	233	233	233	233
How well do you handle using a computer? Answer on a scale of 1 to 7, where 1 means you don't use it at all, and 7 means you use it independently for all regular school tasks and some more advanced ones (e.g. video editing).	Spearman's ρ Sig. (2-tailed)	.012	.259**	.070	.011	.219**
	N	228	233	233	233	233

Social and financial support have weaker associations with thorough and complete study of courses but not with attendance or task completion on time. The study environment and overall health are consistently associated with higher levels of academic engagement across multiple behaviors, while digital proficiency contributes most to deeper academic engagement, particularly in comprehensive learning behaviors (thorough and complete study of courses and completion of all recommended tasks), but not to attendance or task punctuality.

Discussion

Academic engagement related to socio-demographic and personal circumstances factors

The findings of the current study align with and extend previous research on the impact of personal and contextual factors on academic engagement, particularly among adult and non-traditional students. Firstly, the negative association between age and academic attendance and engagement observed in this study is consistent with findings from Kasworm (2003), who highlighted that older students often face competing responsibilities (such as employment and family care) that limit their capacity to fully engage in academic activities. Similarly, Knowles et al. (2015) emphasized that adult learners typically experience more external demands, which may affect their ability to meet institutional expectations, especially deadlines.

The current study found significant negative correlations between time use in other life roles (e.g., work hours, caregiving, domestic tasks) and both attendance and timely completion of assessment tasks. This is in line with the broader literature on student engagement. For instance, Tight (2019) suggested that students with more non-academic workloads show lower levels of engagement, particularly in aspects that require continuous participation, such as seminars or assessments with fixed term. Interestingly, while concurrent life activities were negatively associated with attendance and completion of assignments on time, they did not significantly correlate with deeper learning behaviors such as thorough study of course materials or completion of optional tasks. This supports the idea proposed by Knowles (2015), which points that intrinsic motivation and self-direction in adult learners often remain high, even when external pressures are present. In other words, although non-traditional students may struggle with time and deadlines, they may still be highly committed to meaningful learning. Regarding the Spearman correlations observed, the small-to-moderate effect sizes (ρ values generally between $\pm.13$ and $\pm.22$) are typical for social science research involving complex, multifactorial human behaviors (Field, 2018). These modest correlations reflect the multiple indicators of academic engagement, which are influenced not only by demographic or situational variables but also by psychological, institutional, and social factors.

The strong intercorrelations between age and external responsibilities (e.g., number of children, work, caregiving) confirm patterns found in demographic studies of adult students (Kasworm, 2003; Knowles et al., 2015). These findings reinforce the need for higher education institutions to design flexible learning environments and adaptive assessment systems that accommodate diverse student life circumstances.

The findings of this study add to a growing body of literature exploring how personal and environmental factors influence academic

engagement, especially in the context of adult and non-traditional learners. Several correlations observed in this study are consistent with prior research, while others suggest areas for further investigation.

Academic engagement and study environment, health, social support, financial well-being and digital competences

One of the most consistent and significant predictors of academic engagement in this study was the quality of the study environment. Students who reported better material conditions (such as having a quiet space, or access to devices) also reported higher attendance, better time management, and increased completion of optional tasks. This aligns with research by Tight (2019) and Field (2018), who noted that environmental factors significantly affect academic performance, particularly in online or blended learning formats. Adequate space and resources enable not only attendance but also the cognitive focus required for sustained learning.

Similarly, better self-reported health was positively associated with nearly all forms of academic engagement. These findings are in line with research by Florescu, Bochiș, Barth and Indrieș (2023), showing that the level of academic motivation, correlates negatively with the level of negative dysfunctional emotions and directly with the state of physical health.

In contrast, social support and financial well-being were only weakly correlated with academic engagement, which contrasts with some prior findings. For example, Tinto (1993) argued that social integration is key to student persistence. However, the weaker effects found here may reflect the particular sample studied, possibly consisting of self-directed adult learners who rely more on intrinsic motivation than on external support, as described by Knowles et al. (2015).

Alternatively, these weaker correlations could be due to measuring general social support and not support related to academic-specific needs, because a student may have emotional support from family, but not practical help with academic responsibilities, which would not translate into direct academic outcomes but rather into better emotional status. This interpretation is supported by Kasworm (2003), who argued that support must be aligned with academic tasks to meaningfully impact student performance.

One of the strongest and most targeted predictors was computer proficiency, which significantly correlated with thorough and complete course study and with completion of all instructor-recommended tasks. These results support findings from Ng (2012) and Broadbent and Poon (2015), who highlight digital literacy as a key enabler of online learning success. Students who are confident in using technology are more likely to access and manage electronic study materials, learning platforms, applications or software needed to complete assessments and generally

navigate course resources effectively. This is particularly important in flexible or asynchronous learning environments, where self-management and digital navigation are crucial.

This study confirms that age and other responsibilities involvement, such as work, caregiving, and domestic tasks, are modest but significant barriers to consistent academic attendance and timely assignment task completion. The recovery or compensation of missed activities seems to be a relevant indicator of academic responsibility, and the accumulated educational experience plays an ambivalent role: it favours the assumption of compensatory behaviours, but can punctually diminish the efficiency in managing tasks, probably as an effect of the complexity of personal and professional contexts. These findings align with prior research on adult learners and non-traditional students that often navigate a complex mix of roles that impact their academic engagement. However, intrinsic learning behaviors such as deep study of materials and all task completion, appear unaffected by life constraints, supporting theories of strong self-motivation in adult learners. These findings could encourage teachers and higher education institutions in developing support strategies for students, depending on their level of experience and academic involvement profile. As Bochiş and Florescu (2018) recommend, in independent activities, teachers can encourage the cognitive and behavioral autonomy of students, taking also into account their personality traits, which are associated with academic performance, such as conscientiousness.

Contextual hardships like financial strain or low social support may not strongly hinder academic engagement in our group, but appropriate conditions for study, health status and digital proficiency are more predictive of academic engagement. These findings support a pragmatic view of student support, where institutions should prioritize resources that directly improve learning conditions, such as digital training and mental health services, especially for adult or distance learners. This suggests that improving students study environments, health support, and digital literacy could be more impactful in promoting academic success.

Conclusions

Some specific implications for educational strategies based on the findings from the current study would be:

- The study highlights the need for *flexible learning environments* that can accommodate the varying life responsibilities of students, especially those in BL programs and older students. Therefore, educational institutions should consider implementing flexible

attendance policies and offering asynchronous learning options to help these students balance their academic and personal commitments.

- Digital competence was identified as a strong potential predictor of academic engagement, so educational institutions may include digital training to ensure that all students are proficient in using technology for learning.
- The quality of the study environment was found to be a significant predictor of academic engagement, meaning that a good measure would be to provide students with access to quiet study spaces, reliable internet, and necessary technological devices.
- Non-traditional students, such as those who are older or have significant family and work responsibilities, could benefit from support strategies such as extended deadlines, alternative or differentiated tasks, or even targeted academic support services.

As shown in a previous study involving the same group of participants (Barth, Țepelea, & Răcășan, 2025), the prevalence of learning difficulties such as ADHD among students highlights the need for targeted interventions. Educational institutions should implement screening processes to identify students with learning difficulties and provide appropriate adaptations and support. This can include extended deadlines, alternative tasks and assessment methods, and tutoring. The same study found increased rates of emotional distress and ADHD risk, and also significant negative correlations between mental health issues (such as depression, anxiety, and stress) and academic engagement. This emphasizes the need for available mental health support services within educational institutions, eventually stress management workshops, and accessible mental health resources. Also, the strong correlation between timely assessment task completion and academic engagement suggests that students who are proactive and organized tend to perform better academically. Educational strategies should focus on developing students time management and organizational skills, eventually through workshops, personalized coaching, and the integration of time management tools within the learning system (e.g. academic electronic calendars, task-analysis for important assessments).

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