Student Engagement in High School: Impacts of Teacher Support

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Abstract

Participants. Participants were 222 students from a suburban public high school in a mid-sized Midwestern city.

Method

A Correlation Matrix was computed for the independent variables of teacher support (Invested, Positive Regard, Expectations, Accessible) and the dependent variables of cognitive engagement and psychological engagement. See table 1.

Table 1: Correlation Matrix.

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<th>Model</th>
<th>B</th>
<th>95% CI</th>
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Conclusion and Implications

Factors of teacher support did predict cognitive engagement specifically. Expectations was the primary predictor followed by Positive Regard and Invested adding to the regression equation.

Factors of teacher support also predicted psychological engagement, with Invested as the primary predictor and Accessible, Positive Regard and Expectations adding to the regression equation.

These findings suggest a multi-faceted construct of teacher support that differentially predicts psychological engagement more than cognitive engagement.

Teachers will benefit from understanding the many ways to support students, and modifying this support according to the engagement needs of students.

References


