PORTUGUESE ADAPTATION OF STUDENTS' ENGAGEMENT IN SCHOOLS INTERNATIONAL SCALE (SESIS)

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Abstract

Context: The importance of student's engagement has been recently pointed out in research. However, there has been a lack of engagement assessment instrument, pertaining psychometric qualities. **Objective**: This paper presents the Portuguese adaptation of the *"Student's Engagement in School International Scale"* (SESIS), drawn up from a12 countries international study (Lam et al., 2012; Lam et al., in press). **Method:** Psychometric properties of this scale were examined with data from 685 students from different grades (6th, 7th, 9th and 10th), from both sexes, and different regions of the country. **Results:** Factorial analysis of the results, with *varimax* rotation, lead to three different factors which explain 50.88% of the variance. The scale integrates the original 33 items, and cognitive, affective and behavioural dimensions. For the external validity study, the relationship between student's engagement in school results and other school variables — academic performance, self-concept — was considered, and significant relations were observed, as expected. **Conclusion**: The data presented highlights the qualities of SESIS, as well as its usefulness for research purposes. **Suggestion**: It is suggested the investigation of the extension of SESIS's three-dimensionality, in future studiesKeywords: Innovation, technology, research projects, etc. [Arial 10-point, justified alignment].

Keywords: Students' engagement in schools, measurement, academic performance, school conduct

1 INTRODUCTION

The concept of engagement has attracted great interest in research within psychology and education (Lam & Jimerson, 2008; Veiga, 2012) [1] [2]. Educators and Researchers view this concept as a solution to several problems affecting many schools, such as low academic achievement and high dropout rates (Fredrick, Blumenfeld, & Paris, 2004; Veiga, 2007) [3] [4]. Literature on intrinsic motivation indicates that satisfaction and interest in learning activities are predictive of higher academic performance (Ryan & Deci, 2000) [5]. Similarly, there is a consistent positive association between teachers and students' reports about engagement and performance. Literature on self-regulated learning, indicates that cognitive engagement is positively related with deep comprehension (Schunk & Zimmerman, 2007) [6] and several indicators of academic performance (Boekart, Pintrich, & Zeidner, 2000; Schunk & Zimmerman, 2007) [7] [6].

Students' engagement in school is a multidimensional construct that includes several dimensions, namely, emotional, behavioral and cognitive (Jimerson, Campos, & Greif, 2003) [8]. Emotional engagement refers to students' feelings towards learning (Skinner & Belmont, 1993) [9] and the school they attend to (Finn & Voelkl, 1993) [10]. Behavioral engagement concerns to persistence and effort in learning (Birch & Ladd, 1997) [11]. Cognitive engagement relates to the quality of cognitive processing