



The Structural Model of School Engagement based on School Culture with the Mediator Role of Classroom Environment and Academic Self-Concept of Students

Ahmad KarimiDashtaki*^{ID}

1. Assistant Professor, Department of Educational Sciences, Payam Noor University, Tehran, Iran.

❖ **Corresponding Author Email:** ahmad_karimi@pnu.ac.ir

Research Paper

Abstract

Receive: 2023/01/12
Accept: 2023/06/14
Published: 2023/06/29

Keywords:

School Engagement, School Culture, Classroom Environment, Academic Self-concept, Students.

Article Cite:

Karimi Dashtaki A. (2023). The Structural Model of School Engagement based on School Culture with the Mediator Role of Classroom Environment and Academic Self-Concept of Students, Iranian Society of Sociology of Education. 9(1): 303-312.

Purpose: The school engagement led to improves other academic conditions. Therefore, the current research was conducted with the aim of investigating the structural model of school engagement based on school culture with the mediator role of classroom environment and academic self-concept of students.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was cross-sectional from type of correlation. The research population was the sixth grade students of Bushehr township in the academic years of 2019-2020 (4263 people), which 250 people of them were selected as a sample by cluster random sampling method. The research tools were the questionnaires of school engagement (Wang et al, 2011), classroom environment (Fraser et al, 1993), school culture (Higgins-D'Alessandro and Sadh, 1998) and academic self-concept (Chen and Thompson, 2003), whose validity was confirmed by the opinion of experts and their reliability was evaluated higher than 0.70. Data were analyzed by structural equation modeling method in SPSS-22 and AMOS-20 software.

Findings: The findings of the structural model of school engagement based on school culture with the mediator role of classroom environment and academic self-concept of students indicated that the mentioned model had a good fit. Also, school culture had a direct and significant effect on classroom environment and academic self-concept, and classroom environment and academic self-concept had a direct and significant effect on school engagement ($P < 0.001$). In addition, the school culture with the mediator role of classroom environment had an indirect and significant effect on school engagement and school culture with the mediator role of academic self-concept had an indirect and significant effect on school engagement ($P < 0.001$).

Conclusion: The results of this study indicated the direct and effective role of school culture on school engagement and the indirect and effective role of school culture with the mediator of classroom environment and academic self-concept on school engagement. Therefore, in order to increase school engagement can be provide the background for improving school culture, classroom environment and academic self-concept of students.



<https://doi.org/10.22034/ijes.2021.541983.1184>



<https://dorl.net/dor/20.1001.1.23221445.1401.15.1.1.0>



Creative Commons: CC BY 4.0

Detailed abstract

Purpose: Students' academic performance largely depends on their engagement for studying, and students with academic engagement and high school engagement show more participation in class and school and have more interest and motivation to learn. The school engagement refers to the interaction of energy and time that students devote to various activities. The school engagement means the psychological capital of students and the effort to learn information and skills and the desire to improve the level of success. The school engagement is a multidimensional construct with dimensions of cognitive (including the use of cognitive and metacognitive strategies for learning), emotional (including interest, desire, satisfaction and liking the school environment and academic activities) and behavioral (including positive academic behaviors, doing academic assignments, participation in extra-curricular activities and active presence along with excitement in school. Students who are school engagement participate more in class discussions and school activities, achieve higher goals, get higher grades and have better academic performance, suffer from less anxiety and fatigue while studying, and they are interested and motivated in doing class and school activities and are active. One of the factors related to school engagement is school culture. The school culture is a set of perceptions, attitudes and beliefs that show the views of school members in various fields of study, including the purpose of study. The school culture is created by school members, including staff, students, and parents, and includes the attitudes, views, and beliefs of school members in various areas including discipline, school cohesion, valuing success, quality of education, participation and cooperation, and supportive relationships among members. For school culture there are three dimensions of student relationships (including how students communicate and interact with each other and the quality of this relationship), student and teacher relationships (including how students communicate and interact with teachers and the quality of this relationship) and educational opportunities (including what and how provide educational opportunities and facilities in the school). When the school culture is favorable, to students are given the opportunity to think and reflect, they receive education with quality, they learn important and practical subjects, they become responsible and conscientious, and the feeling of competence and sufficiency grows in them. Another factor related to school engagement is classroom environment, which means external conditions, forces and motivations such as physical, social, cognitive and psychological factors of the classroom and the result of students' understanding of the governing relationships on the classroom. The classroom environment includes the social, emotional and psychological characteristics of the classroom space, which the presence and interaction of students together and school staff in this environment can play an effective role in the development of talents. Another factor related to school engagement is academic self-concept. The self-concept is a general concept meaning a person's ideas and beliefs about abilities, talents, capabilities and limitations. The academic self-concept is the process of formation of evaluation of self-concept influenced by the educational experiences of students in educational environments and the interpretation of said experiences. A positive or high academic self-concept increases the academic performance and reduces academic and psychological problems, including anxiety and depression. One of the existing gaps that led to the proposal of the present research title was that very few researches have been conducted on the relationship between school culture, classroom environment, academic self-concept and school engagement, and no research was found on the model of school engagement based on school culture with the mediator role of classroom environment and academic self-concept. Therefore, conducting this study and its results, and even the results of conducted other researches in this field, can help specialists and planners in the field of education in designing and implementing programs to improve school engagement, and in this way improve other educational variables. The school engagement led to improves other academic conditions. Therefore, the current research was conducted with the aim of investigating the structural model of school engagement based on school culture with the mediator role of classroom environment and academic self-concept of students.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was cross-sectional from type of correlation. The research population was the sixth grade students of Bushehr township

in the academic years of 2019-2020 (4263 people), which 250 people of them were selected as a sample by cluster random sampling method. In this sampling method, first the list of all the schools with the sixth grade in Bushehr city and the number of students in each was prepared, and then a code was assigned to each of the schools, and a number of schools were selected randomly as a sample with the help of lottery, and all the students of the classes were answered to research tools. The research tools were the questionnaires of school engagement (Wang et al, 2011), classroom environment (Fraser et al, 1993), school culture (Higgins-D'Alessandro and Sath, 1998) and academic self-concept (Chen and Thompson, 2003), whose validity was confirmed by the opinion of experts and their reliability was evaluated higher than 0.70. The data of implementing the above tools were analyzed by structural equation modeling method in SPSS-22 and AMOS-20 software at a significance level of 0.05.

Findings: The findings of the structural model of school engagement based on school culture with the mediator role of classroom environment and academic self-concept of students indicated that the mentioned model had a good fit. Also, school culture had a direct and significant effect on classroom environment and academic self-concept, and classroom environment and academic self-concept had a direct and significant effect on school engagement ($P < 0.001$). In addition, the school culture with the mediator role of classroom environment had an indirect and significant effect on school engagement and school culture with the mediator role of academic self-concept had an indirect and significant effect on school engagement ($P < 0.001$).

Conclusion: The results of this study indicated the direct and effective role of school culture on school engagement and the indirect and effective role of school culture with the mediator of classroom environment and academic self-concept on school engagement. Therefore, in order to increase school engagement can be providing the background for improving school culture, classroom environment and academic self-concept of students.