



## School Engagement of High School Students

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### Abstract

Students' high academic achievement, positive peer relationship, and regular attendance to school may affect their school engagement. Many researches can be found in the literature which introduce that students who have high school engagement continue their lives as happier and more successful individuals. The aim of this study is to test the correlation of school engagement of High School students with absenteeism, academic achievement, peer relationships and fear of failure variables by regression analysis. Study group of this research consists of 269 (52.2%) girls and 246 (47.8%) boys, 515 students in total who study at High Schools in Ankara during 2014-2015 academic year. Data were collected through School Engagement Scale which was developed by Arastaman (2006), Fear of Failure Scale which was developed by Kandemir (2012), Peer Relationships Scale which was developed by Bukowski, Hoza and Bolvin (1994) and was adapted in Turkish by Atik, Çoban, Çok, Doğan and Kahraman (2014), and Personal Information Form which was developed by the researchers of this study. The data of this descriptive study was tested by multiple hierarchic regression analysis. SPSS was used for analysis. According to findings obtained; school engagement is predicted meaningfully by absenteeism and peer relationships variables, but it is not predicted by academic achievement and fear of failure variables. Findings were discussed under the light of related literature and suggestions were presented.

### Keywords

School Engagement  
Fear of Failure  
Academic Achievement  
Peer Relationships  
Absenteeism  
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### Introduction

When students feel themselves engaged with the school, this feeling ensure positive contribution to their academic life by providing more positive school life. School engagement is multifaceted content that include behavioral, emotional and cognitive dimensions (Jimerson, Campos, & Greif, 2003). Behavioral dimension includes involvement of academic and social events whereas emotional dimension includes reactions which students show toward the school and individuals in the school (Fredricks, Blumenfeld, & Paris, 2004). According to Pietarinen, Soini, and Pyhäntö (2014), cognitive engagement is a personal investment of the student towards learning activities such as self-control, engagement to learning and using study strategies. In other words, school engagement at a level of student and school is connected with mesosystemic (certain environment structure of the

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student) processes that reveal teacher-student, student-peers and parents interactions (Ungar, 2014). It is proved by studies that school engagement has some positive effects on students. For instance, according to McNeely and Falci (2004) students who have high level of school engagement are less likely to drop out, to be absent from school, and to show behavioral problems. Results of a longitudinal study on adolescent health demonstrate that various adolescent risk behaviors (emotional problems, suicidal tendency, substance-use, violence, and adolescent pregnancy) arise from weak school engagement (McNeely & Falci, 2004). Besides, it is defined that students who show low level of school engagement have higher drop out risks (Archambault, Janosz, Morizot, & Pagani, 2009). Therewithal; Caraway, Tucker, Reinke, and Hall (2003) indicates that low level of school engagement among adolescents may lead to seriously increased risk of dropping out, substance-use, adolescent pregnancy, and criminal activities. Besides the risks that are created by weak school engagement, it can be said that students who are good at academic achievement and study habits have also high level of school engagement. For example, the research of Eith (2005, p.34) determined that students of Secondary School and High School who have high academic achievement have also high school engagement. The study on High School students which is made by Bilge, Tuzgöl-Dost, and Çetin (2014) demonstrated that students whose study habits are adequate and competence belief is high have also high level of school engagement. When the literature is examined, many factors that affect school engagement are found out. Many cause and effect variables may affect school engagement. These variables are frequently in a complex correlation with each other (Caraway et al., 2003). On the scope of this study; the variables of absenteeism, fear of failure, academic achievement, and peer relationships were taken and it was researched if these variables predict school engagement of adolescents or not.

Firstly, the correlation between academic achievement and school engagement was examined. Finn and Rock (1997) stated that there is positive correlation between school engagement and academic achievement, attendance to school, having high academic expectations and other educational effects. Osterman (2000) indicates that students who have higher level of school engagement have better relations with their teachers and friends, have more positive attitudes towards school, like their school and give importance to their academic success, participate in courses and extracurricular social activities, eventually have more positive school experience and more successful academic life. Besides the studies that show academic achievement affects school engagement, studies that show high level of school engagement increase academic achievement are also available. 1. According to Pietarinen et al. (2014), cognitive engagement is a personal investment of the student towards learning activities such as self-control, engagement to learning and using study strategies. In another research which was made by Dotterer and Lowe (2011) on adolescents, psychological and behavioral school engagement have intermediary role effect in the relation between class context and academic achievement. In such a way that, class context affects psychological and behavioral school engagement of the student and so academic achievement of the student may change with effects of his/her school engagement level. In this study, academic achievement variable was discussed as a factor that affects school engagement.

The other variable which is directly in relation with school engagement is absenteeism. Absenteeism is an undesirable student behavior which may be resulted from many physical, psychological, or societal factors and is considered that may affect academic achievement and school engagement of the student negatively (Altinkurt, 2008). In Turkey, there is 30% difference between the students who start Secondary Education and who are graduated. It is stated that this difference arises from the variables like academic failure and absenteeism. Not to take enough support from the school, enormously existence of solecistic behaviors at school and to be suffered from this increase the possibility of absenteeism (Şimşek & Katıtaş, 2014). In the case of continuous absenteeism behavior, dropout situation may occur. According to Tutar (2002), dropout generally results from personal, parental-social, and school related factors. Foremost reasons of personal factors are health problems of the student and fear of failure. Low academic achievement which is one of the school related variables may also cause absenteeism of students (Parlakkaya, 2010). Altinkurt (2008) found out in his study which was conducted among high school students that there is negative relations between unexcused absenteeism and academic performance of students. According to research results, it is indicated that

reasons of absenteeism of the students are respectively school management, teachers, environmental impacts, personal, academic worry, and familial reasons. On the study of Pehlivan (2006) in which he examined absenteeism on high schools, it was detected that getting bored at school, dislike of school and courses, encouragement of friends, and lack of educational expectations are increasing absenteeism. Another findings of this study are teachers and students have different opinions about absenteeism. According to this study, students determine school and teacher as a reason of absenteeism whereas teacher indicated students and family as a reason. On the other hand, absenteeism is defined as a behavioral indicator of school engagement (Jimerson et al., 2003). Moreover, according to Goldstein, Little, and Akin-Little (2003), school related factors that affect absenteeism are teacher-student conflict and negative school perception of the students which also compose the aspects of school engagement. Based on research results, it can be said that especially school environment related situations (academic achievement, teacher-student relations, etc.) increase absenteeism. Even though the correlation between absenteeism and school engagement is explained as linear and unidimensional in the literature that absenteeism of the students who have low school engagement increase, it can be said that there may be a cyclical correlation between absenteeism and school engagement. When dropout which is defined as an unfavorable result low school engagement and absenteeism (Rumberger, 1987; Fine, 1991; McAlpine, 1991; DeRosier, Kupersmidt, & Patterson, 1994; Friedenber, 1999; Prawatrungruang, 2002; Orfield, 2004) is taken into account; as the students who have low school engagement may be more absent, it is considered that school engagement of the students who had to be absent because of various reasons may also be lowered.

One of the other variables that is considered to affect school engagement is peer relationships. Peer relationships are particularly important for High School students who are in their adolescence period which is one of most important periods of social development process. In other words, peer emotional support may be important for an adolescent' school engagement especially when he/she need peer relationships during the period of adolescence. According to Ryan (2000), peer group is an important factor that affects school motivation, school engagement, and school achievement of the adolescents. Some studies in the literature emphasize that adolescents who have positive relationships with their peers are more engaged to school both behavioral and emotional (Wentzel, 2003; as cited in Wang & Eccles, 2013; Shin, Daly, & Vera, 2007). Studies which introduce the relation between peer relationships and school engagement can be found in the literature. In a research which was made by Daly and Vera (2007) on adolescents, it is concluded that positive peer norms, peer support, and positive ethnic description have effects on the relation between low school engagement and negative peer norms. A study on adolescents which was conducted by Estel (2013) and examine the effects of support that are taken from parents, teachers, and peers on emotional and behavioral school engagement reached the end of that peer support is an important predictor on emotional school engagement, but it is not a predictor of behavioral school engagement. The research of Berndt and Keefe (1995) which they discuss the effects of positive and negative friend relations on school adaptation of adolescents resulted in peer support and emotional school engagement are correlated. The research of Mengi (2011) which examine the effects of social support and self-efficacy belief variables on school engagement of High School students indicates that if the social support which is provided from family, friend, and teacher and self-efficacy belief increase, the level of school engagement also increases. Another study on High School students which was conducted by Batten and Girling-Butcher (1981) presented that notably teacher attitude, education programs, peer attitudes, school-in activities, and school rules are effective on school life quality perceptions of the students (as cited in Kalaycı & Özdemir, 2013). Based on the research results, it is seen that positive peer relationships affect school engagement of the students. In other words, individuals who can establish positive and healthy relationships with their peers are in tendency to show more school engagement.

Another variable which is related with school engagement is fear of failure. Fear of failure is an important concept that is directly related with academic performance of the student. This concept refers to avoidance behavior on success field. Especially, fear of failure is defined as the tendency of avoidance from failure with a fear-based shame at the success platform (Elliot & Thrash, 2004). In another research

(De Castella, Byrne, & Covington, 2013) it is seen that to be success oriented has regulatory role in the relation between fear of failure and academic engagement. Because fear of failure is a concept that affects academic achievement directly (Cox, 2009) and the a relation between academic achievement and school engagement is mentioned (Chase, Hilliard, Geldhof, Warren & Lerner, 2014; Osterman, 2000), it is thought in this study that fear of failure may be a predictor of school engagement and fear of failure is also included to regression model. Therefore, fear of failure may be reason of serious academic and health problems (Conroy, 2003). When the literature is examined, it is seen that the effects of fear of failure on motivation and success are discussed through many different sample groups as sporters (Elison & Partridge, 2012; Sagar, Busch, & Jowett, 2010; Conroy, Coatsworth, & Kaye, 2007; Conroy & Elliott, 2004; Conroy, 2001), theatre players (Ebulue, Vadalkar, Cely, Dopwell, & Yoong, 2008), and musicians (Nagel, 1990). Even though the studies about fear of failure mainly concentrate on sport field, the studies which examine its effects on students are also available. For example, studies that shows the relation of fear of failure with self-organization (Bartels & Magun-Jackson, 2009), recall of unsuccessful friend (Pang, Villacorta, Chin, & Morrison 2009), perfectionism (Sagar, & Stoeber, 2009; Conroy, Kaye, & Fifer, 2007), postponement (Hagbin, McCaffrey, & Pychyl, 2012), and abashment (McGregor & Elliot, 2005) are existing. In addition to these, the studies which discuss that fear of failure may affect school engagement of the student can be found at the least. For example, in a research on High School students (Caraway et al., 2003), school engagement of High School students was examined in respect to their features of competence perception, fear of failure, social favor, and being goal-oriented. As a result of the study, it was found that there is a low level negative correlation between fear of failure and grade-point average, and fear of failure is not a meaningful predictor of school engagement. In sum, school engagement constitutes an important aspect of school system. Moreover, to increase school engagement is one of the main targets of education system. For this reason, like the case in this study, to deal with student-school relationship relatively in a more extensive way provides to see the bigger picture in school engagement. At the same time, to examine the related variables together which explain the situations on education process in order to meet inner and external (family, teacher, friend, etc.) expectations for students who compete with the typical features of adolescence period make this study important from a holistic point of view.

Based on the related literature, the correlation between school engagement and absenteeism, academic achievement, peer relationships, and fear of failure variables were tried to be introduced with the regression model tested on the scope of this study. According to this regression model, it is assumed that absenteeism, academic achievement, peer relationships, and fear of failure variables are the predictors of school engagement variable. Starting from this point of view, this study seeks an answer for the main hypothesis of "Do absenteeism, academic achievement, peer relationships, and fear of failure variables predict school engagement variable meaningfully?"

## Method

This research that examine school engagement of high school students with regard to some variables designed as descriptive.

### *Study Group*

Study group of this research consists of 269 (52.2%) girls and 246 (47.8%) boys, 515 high school students. At the same time, 231 (44.8%) of these students are ninth class, 158 (30.6%) of them are tenth class, and 126 (24.5%) of them are eleventh class students. The study group of this research consists of the students who have education in high schools which are in a city of Central Anatolia in 2014-2015 school year. In this study data was collected from three different school and these schools were chosen randomly from three different districts which have high, middle, and low socio-economic level.

### **Data Collection Tools**

**School Engagement Scale:** This scale which was developed by Arastaman (2006) and aim to evaluate school engagement of the students composes of 27 items. The scale has five factors; namely inner engagement of the student, relation of school environment-engagement, relation of school program-engagement, relation of school management-engagement, and relation of teacher-engagement. According to explanatory factor analysis of the scale which was conducted within the context of validity check, explained variance ratio of the scale was found as 63,32 %. On the calculation of Cronbach Alpha internal-consistency coefficient which was conducted within the context of validity check, it was seen that coefficient of factors changes between .65 and .82 (Arastaman, 2006). Cronbach Alpha coefficient of the scale for this study was found as .93. At the same time, increase on the grade of scale means increase on the school engagement of student. Concerning the sub-dimensions of the scale, Cronbach Alfa coefficients were calculated as follows; inner engagement of student aspect is .83, school environment-engagement relation aspect is .87, school program-engagement relation aspect is .87, school management-engagement relation aspect is .75, and teacher-engagement relation aspect is .87.

**Peer Relationships Scale:** Peer Relationships Scale which was developed by Bukowski et al. (1994) and adapted in Turkish by Atik et al. (2014) aims to determine the level of friend relationships of the adolescents. Original form of the scale consists of five factors as togetherness, conflict, assistance, protection, closeness, and 23 items in total. The scale took its form with 22 items after one item was removed on account of the fact that it is not appropriate to related age group as a result of Turkish adaptation study. Test-retest reliability coefficients of the scale which were made every two weeks within the context of reliability studies change between .40 and .86. At the same time, internal-consistency coefficient of the whole scale is  $\alpha = .85$  (Atik et al., 2014). Internal-consistency coefficients of the scale with regard to the dimensions change between .66 and .86. Within the context of validity study, results of confirmatory factor analysis were found as  $S-Bx2/sd = 669.12/199$ ,  $p = .00$ ,  $RMSEA = .063$ ,  $CFI = .97$ ,  $GFI = .88$ ,  $NNFI = .96$ . Cronbach Alpha coefficient of the scale for this study was found as .88. Cronbach Alfa coefficients of the scale are .74 for togetherness aspect; .72 for conflict aspect; .91 for help aspect; .79 for protection aspect; and .87 for closeness aspect. In addition to this, the grades of the whole scale of sub-dimensions of it were calculated with arithmetic average of the given answers to the related items. Increase in grade that is taken from measurement tool refers to increase in the qualification of peer relationships.

**Fear of Failure Scale:** It is developed by Kandemir (2012) with the aim of measuring students' fear of failure. The scale consists of 17 items in total and one dimension. As a result of explanatory factor analysis of the scale which was conducted within the context of validity study, it is found that explained variance ratio of the scale is 42 % and explained variance ratio of the item factor loads is between .41 and .76. At the same time, Cronbach Alpha internal-consistency coefficient of the scale was found as .82 within the context of reliability studies (Kandemir, 2012). Cronbach Alpha coefficient of the scale for this study was found as .91. In addition to this, increase in grades of the scale refers to increase in fear of failure of the student.

**Personal Information Form:** It is a form that was developed by the researchers on the scope of this study and consists of four questions in total as gender, class, academic achievement, and absenteeism information of the students.

### **Procedure**

Firstly, necessary permission was taken from Ankara Provincial Directorate for National Education in order to be able to make implementation on the High Schools in Ankara. Applicable days and hours for the implementation of the research were taken from School Management. Implementations were made directly by the researchers and information about the research were given to the students over the course of implementation. Scale set of the research were distributed to the students who are voluntary to participate to the study and implementation was completed in 20 minutes in average.



### Data Analysis

SPSS 21 was used on data analysis. Hierarchical multiple regression analysis was performed in order to determine independent variables predict dependent variable or not. For this reason, firstly, it was examined if the data meet the assumptions and conditions that are required for regression analysis. In order to coefficient of skewness and kurtosis (max. = 1.10, min. = -.79), which were examined are between +3 and -3 (Tabachnick ve Fidell, 2007) and variable errors show normal distribution on histogram and p-plot graphics, distributions were accepted as normal. In order to examine whether autocorrelation among the variables is exist or not, Durbin-Watson statistics ( $DW = 1.63 < 4$ ) was used and it was seen that there is no autocorrelation among the variables. When the values of variance inflation (VVI) was examined it was seen none of the VVI (max= 1.13) was above 5. 5).

Fear of failure enter into to the regression analysis in the first turn, absenteeism in the second turn, academic achievement in the third turn, and friends relationships variable as the last. It is assumed that fear of failure of individuals may comprise of various psycho-social reasons and individuals may behave in an avoidant attitude in order to deal with this fear and their absenteeism may increase. As it is indicated on the body of literature, fear of failure and absenteeism may affect students' academic achievement. It is thought that students who are absent and have low academic achievement may create various problems on friends' relationships and it is assumed that this situation may affect school engagement.

### Results

Average, standard deviation and grade dispersion, descriptive statistics values composed of skewness-kurtosis values, and Pearson correlation coefficients among the variables for independent variables (predictor variables) of the research which are fear of failure, absenteeism, academic achievement, peer relations and dependent variable (criterion variable) which is school engagement were presented on Table 1.

**Table 1.** Descriptives Statistics of Variables

Variables	1	2	3	4	5	$\bar{X}$	Ss	Range	Kurtosis	Skewness
1. Fear of Failure	1					38.8	11.8	51.0	-.6	.21
2. Absenteeism	-.02	1				6.3	3.2	19.0	1.1	.53
3. Academic success	-.27**	-.19**	1			76.2	10.9	59.0	.40	-.67
4. Peer Relations	-.09*	.01	.11*	1		3.9	.65	3.3	.55	-.79
5. School Engagement	.02	-.11*	.03	.14**	1	83.1	16.6	93.0	.15	.07

\*\* p<.001, \* p<.005

As it is seen on Table 1, a meaningful relation was found between academic achievement and fear of failure ( $r = -.27$ ;  $p < .001$ ); between peer relationships and fear of failure ( $r = -.09$ ;  $p < .005$ ); between absenteeism and academic achievement ( $r = -.19$ ;  $p < .001$ ); between absenteeism and school engagement ( $r = -.11$ ;  $p < .005$ ); peer relationships and academic achievement ( $r = .11$ ;  $p < .005$ ); between school engagement and peer relationships ( $r = .14$ ;  $p < .001$ ).

**Table 2.** Predictors of School Engagement: Results of Regression Analysis

Variable	Models	Steps	Predictor Variable	B	SEB	$\beta$	t	F Change	R	R <sup>2</sup>
School Engagement	Model 1	1. Step	Fear of Failure	.02	.06	.02	.36	.13	.02	.00
			Model 2	2. Step	Fear of Failure	.02	.06	.02	.32	3,16
	Absenteeism	-.58	.23		-.11	-2.49				
	Model 3	3. Step	Fear of Failure	.03	.06	.02	.39	2,14	.11	.01
			Absenteeism	-.56	.24	-.11	-2.37			
			Academic success	.03	.07	.02	.32			
	Model 4	4. Step	Fear of Failure	.04	.06	.03	.61	4,29	.18	.03
			Absenteeism	-.58	.23	-.11	-2.48			
			Academic success	.03	.07	.02	.04			
			Peer Relations	3.67	1.13	.14	3.26			

According to Table 2, school engagement was predicted by fear of failure variable at first step but this value was not found meaningful ( $F(1, 514) = .13, p < .72; R = .02, R^2 = .00$ ). At the second step, school engagement was predicted by in order of fear of failure and absenteeism variables but this value was not found meaningful ( $F(2, 514) = 3.16, p < .43; R = .11, R^2 = .01$ ). At the third step, school engagement was predicted by in order of fear of failure, absenteeism, and academic achievement variables but this value was not found meaningful ( $F(3, 514) = 2.14, p < .10; R = .11, R^2 = .01$ ). At the last step, fear of failure, absenteeism, academic achievement and peer relationships variables were taken into the model with this order and it was seen that absenteeism and peer relationships predicts school engagement meaningfully, and the model explains 3% of variance ( $F(4, 514) = 4.29, p < .00; R = .18, R^2 = .03$ ).

### Discussion and Conclusion

According to the results of this study that seeks an answer for the question of whether absenteeism, academic achievement, peer relationships, and fear of failure variables predict meaningfully school engagement variable, it is found that absenteeism and peer relationships variables are predictors of school engagement. This result shows parallelism with the studies which show positive relation between peer relationships and school engagement (Berndt & Keefe, 1995; Ryan, 2000; Shin et al., 2007; Estell & Perdue, 2013), and with the studies which show that there is a negative relation between absenteeism and school engagement (Goldstein et al., 2003; Jimerson et al., 2003). As Ryan (2000) also indicated, peer group is an important factor that affects school motivation, school engagement, and school success of the adolescents. It is considered that positive relationships which are established among peers at school increase enthusiasm of students for coming to the school. Hereby, students may see the school not only as education place but also as an environment in which they can socialize with their friends and this perception increase their school motivation. In addition to this, as it is stated earlier students who have low level of school engagement may not be willing to come to the school and may be absent from school. At the same time, at the exact opposite situation it is considered that school engagement of the students who are absent from the school because of parental or personal reasons may also decrease.

In this study, fear of failure and academic achievement variables were not found as predictors of school engagement. While this finding shows parallelism with the researches of Caraway et al. (2003) which show that there is no relation between fear of failure and school engagement; it does not show parallelism with the studies (Rock, 1997; Osterman, 2000; Chase et al., 2014) which find relation between academic achievement and school engagement. On the scope of this study, one of the reasons of the idea that academic achievement is not the predictor of school engagement can be explained by the attitude that students see the school on the out of classical school system context. Classical school system is such an environment that students need to go to the school regularly and school responsibilities are relatively more compelling and be realized under inflexible conditions. From this point of view, it may be rooted that school system is perceived as a compulsory and coercive environment because of the improving technological conditions (the idea that information is reachable in any time and any place). At the same time, it can be explained by the situation that private teaching institutions are more related with academic achievement for the students. For instance, a research is concluded that high-school students are satisfied with going private teaching institutions and they have the motivation of going there again in case that they do not get into university (Cenk, 2005). On the scope of this study, one of the reasons of academic achievement' not being a predictor of school engagement can be explained by that school environment perception of the students may be out of traditional concepts (the understanding of main place of education is school). Besides this, school perception of the students may differ as metaphorically. For instance, in the study of Özdemir (2012) which was made on 527 Common High School and Anatolian High School students, it is determined that students perceive the school as hearth and home metaphorically in a low level and besides Anatolian High School students perceive the school as such a pressure place in a middle level. When it is considered that participants of this study also consist of Anatolian High School students, school perceptions of participant students may have differed in mentioned way. In other words, the students who perceive the school in this way may have achieved success in school by participating out of school education activities (preparatory teaching institutions, private study centers, etc.) but their school engagement may have not developed concordantly. Therewithal, students may perceive the schools as compulsory and coercive places because they think that they can reach the information at any moment and anywhere by help of developing technological conditions. Additionally, when the sample group of the research is considered, it is seen that participant students study at Anatolian High Schools and grade-point average of them that is counted as academic achievement is 76,22 within the sample group. It other words, because academic achievement dispersion of the participant students differ substantially and their academic achievement values are close to each other and at middle level, results of regression model may have been affected from these. The reason of why fear of failure is also not a predictor of school engagement is that this psychological concept is explicable especially with inner processes. That is to say that school engagement is a concept which involves social processes also and it is determinant on socialization of the students. Fear of failure that involves inner processes like self-confidence may not be a predictor and meet at common point with school engagement that involves socialization process. It can be said that "inner engagement of the student, school environment-engagement relation, school program-engagement relation, school management-engagement relation, teacher-engagement relation" dimensions of School Engagement Scale (Arastaman, 2006) which was used on the scope of this study are more related with external processes. At the same time, the possibility of that scale items which measure "fear of failure" level on this study are under the effect of social appreciate may have been occurred this kind of result. Moreover, it is thought that social appreciate level of the students which can be seen as one of their personality traits may affect the relation between fear of failure and school engagement.



When the results of regression analysis on this study are taken in hand, it is seen that the variance ratio which absenteeism and peer relationships explain on school engagement is 3%. In other words, explanatory power of absenteeism and peer relationships for school engagement is low. Because the hypothesis was tested on hierarchical regression analysis, there is no expectation of being maximize for prediction on the classical regression analysis (Petrocelli, 2003). Nevertheless, it seen that the model which is established with the variables that are considered that can affect school engagement did not give strong results on the sampling of study. The reason of this situation may be the features of sample; also the reason may be that some other factors among the variables in established model can affect school engagement. Within this framework, suggestions are offered for future studies.

### Suggestions

This study in which predictors of school engagement were examined with regression model has some limits. First of all, it is one of the important limitations that 3% of variance is explained in this regression model which academic achievement, peer relationships, fear of failure, and absenteeism coexist in. It can be necessary to re-test this regression model with samples that have several characteristics in common. Additionally, different variables can be tested together in structural equation model. As it was stated earlier, there are behavioral, affective, and cognitive variables that affect school engagement. To make a model test in which all these variables are counted together will be able to present important variables to increase school engagement.

As it can be seen on this study in which one of the predictors of school engagement is peer relationships, to organize psycho-educational group studies that aim to improve peer relationships of the students can increase multi-directionally both social development and school performance of the students. School-in and school-out activities can be organized for peer relationships which is one the important determinants to increase school engagement. At the same time, effectiveness of psychological counseling and guidance services can be increased with activities like peer counseling and peer conciliation by fuelling with the positive aspects of peer relationships. Besides this, based on the results obtained within the scope of this study, it is considered that to determine the reasons of absenteeism is important on the relation between absenteeism and school engagement, and it can be suggested to touch on this subject on future researches. Metaphoric school perceptions of the students can be clarified by doing researches on extensive sample groups. School related concepts like academic achievement and absenteeism can be restructured within these metaphoric perceptions.

In addition to this, according to results obtained in this study, it is thought that reasons of the students' absenteeism are determinants on the relation between school engagement and absenteeism. For this reason, it can be suggested that absenteeism reasons can be also included in this context on new studies. School related perceptions can be more clarified by researching metaphoric school perception of the students with comprehensive samplings. So school related concepts like academic achievement and absenteeism can be restructured in with different variables in this metaphoric perceptions. At the same time, more related variables that are determinant for school engagement can be discovered. These variables can be tested on various relational researches and models. 19. In addition to these, like same projects which are supported by Ministry of National Education and aim to increase school engagement (for example, Healthy Communication Successful Generation Project, (MEB, 2014a); Training of Values Project, (MEB, 2014b); My Place is My School Project, (MEB, 2014c)), the projects which have the target of researching school engagement countrywide can be supported by both public institutions and voluntary private institutions.

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