

Student Engagement, Academic Self-efficacy, and Academic Motivation as Predictors of Academic Performance

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ABSTRACT The research described in this paper aimed to evaluate the extent to which academic performance is affected by student engagement (students' involvement in school activities and commitment to the school's mission and rules), academic self-efficacy (the students' sense of their own capabilities), and academic motivation (the students' desire to increase their academic performance). The results of the study, which was conducted with the participation of 578 middle and high school students, suggest that cognitive engagement, one of the sub-dimensions of school engagement, predicts academic performance; however, emotional and behavioral engagement does not predict academic performance. A sense of academic self-efficacy and academic motivation, however, do predict academic performance. Moreover, the sense of self-capability and related motivations of students, as well as the sense of the purpose for their learning are significant variables affecting their academic success.