School Engagement in three Senegalese secondary schools

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ABSTRACT

The purpose of the research was to examine how is the construct and the prediction of school engagement and affective, cognitive and behavior engagement subdimensions in Senegalese secondary school. Another matter of interest was to find out what kind of the support experiences students get from teachers, family and peers.

The cross-sectional data of research consisted of Senegalese junior high school students (N＝571, age10 – 20 years) from three schools located in Fatick province, Senegal. Participants answered self - report questionnaires in May 2013. The data was analyzed with factor analysis, reliability analysis with Cronbach alpha, t-test and One-way analysis of Variance (ANOVA) were used.

Results also suggests that the Senegalese version of Student Engagement Instrument (SEI) has unique features which can not compare to Western model of SEI due to language issue, fragile education system and culture. However, the theory of School Engagement can be a useful concept of improving quality of education in Senegalese though understanding the student' perception on schooling.

Keywords: School engagement, Student-teacher, family, peers support, Relevance, Future goals, Social competence and Social emotional competence.

Content

1   Introduction

In 1980's school engagement was firstly conceptualized as a means to understand dropout and its prevention. Also the concept attempts to improve academic outcomes for students whose performance is marginal or poor. (Finn & Zimmer 2012, 98) Today, the concept has become widespread as a center of study around Europe and the USA and has been interested in all over the world. School engagement focuses on not only student's behavior and attitude towards schooling but also psychological factors in education settings, which can be a considerable impact on development and academic success. Jimerson (2003, 3) stresses, "Standards and accountability in education it is important to recognize the interplay between socio-emotional, behavioral, and cognitive development as they influence academic success and learning." On the contrary, considering school engagement on education in Senegal, the concept of school engagement itself seems exists in some vague way however it would take time to achieve the practical use of concept in school due to many issues that they face currently. For example, it is truly said that the low quality education and high dropout in most Sub-saran African countries are caused by a lot of issues such as poverty, deficiency in education and health budged, poor treatment and environment. Additionally, it can be said that many studies on African education overlook what is happening in classroom surrounding students and teachers. More importantly, the students' perspective on school and psychological issues need to be the center of attention. For instance, students might not feel they belong to school or might not believe academic success will have a strong bearing on their future. This negative feelings leads to becoming disaffected and alienated from school. In other words, positive reactions to school, teachers, and classmates attract to stay and continue further schooling and have long-lasting impacts on education. Therefore, obtaining the student perceptions of their social and school environment might reach to more useful and practical method for improving quality of education in Senegal. "Student voice is most successful when it enables students to feel that they are members of a learning community, that they matter, and that they have something valuable to offer" (Rudduck 2007, 587). This research has been conducted by giving voices from Senegalese students about their perceptions on school and people who involved in their schooling.

The main aim of the study is to investigate how Senegalese student engage at school cognitively and affectively. First, this study describes the several different types of engagement in detail. Second, the analyses of school engagement survey that are based on research conducted with local community secondary school students will examine. Also this study focuses the perceptions on student' support from teachers, family members and among peers. Therefore, the research examines and analyzes specific variable dimensions within student's interpersonal relationships such as teachers, peers and family affect to school engagement. In this study, researcher intended to test the variables that predict affective, cognitive engagement and different engagement profiles such as relevance, study goals, social competence and student's relationships with teachers, family, and peers. However, it is hardly find the similar research with students have employed measures of school engagement in Senegal before this research. In addition, the concept of engagement has stayed relatively unknown. Therefore this research faces many challenges and limitations in terms of Senegalese cultural context and school environment.

1.1   School engagement in Senegal

Today, the number of global population with out of school children remains high particularly secondary education in developing countries. In Sub-Saharan Africa, for example, "less than half of secondary school age adolescents are enrolled in secondary school, leaving million of young people entering the workforce without the necessary academic and life skills" (UNICEF 2013). The problem that we encounter today is not only the enrollment in school but also some students have been facing the problem to continue to study to upper level education. Future, the study outcomes are marginal or poor despite people go to school. For example, "out of 100 pupils entering reception class, only 48 reached the final year of elementary schooling without repeating. Among these, 20 pupils had entered middle school and five reached the final class of senior-secondary school." (Gueye, Kane, Diop & Sy 2010, 40) More specifically, the data from the World Bank also indicates that the average of primary school enrolment rate has increased to 84% (% gross) in 2012 in Senegal. However, the school enrolment rate for secondary school was only at 41% in 2011. (The World Bank 2014) As we can see, many students face at the risks of school failure such as dropping out, repeating the same grade today. Especially, the statistics shows that dropping out from school is significantly common in the transition from primary school education to secondary education. Finn and Zimmer (2012, 99) argued that dropout is an outcome of earlier school

experiences that become an obstacle to further schooling. Moreover, in the context of developing courtiers, dropout perpetuates many social problems such as poverty, crime, unemployment, and teenage pregnancy.

On contrary, educational failure and dropping out are associated with numbers of factors in Senegal, such as socio-cultural and economic situations, the poor quality of education, lack of facilities and materials that are obstacle for the enrolment and continuing to further education. Finn argued that there are two main risk factors: status risk factor and behavioural risk factor that may cause a child at risk for out of educational. Status risk factor includes demographic and historical characteristics, which are easily identifiable elements. For example, economic status and family background such as tribe, language at home, education, religion, family structure and size, early marriage and pregnancy are difficult to change through school based intervention but are all highly related to educational success or failure. (Finn 1988, 11) These issues can be the dominant and typical causes of failing school in Senegal. While, behavioural risk factors including low motivation, cognitive problems, learning disabilities and physical and mental handicaps are also evident in many pupils to be an obstacle for leaning when they enter school. According to researcher's volunteer experiences at primary school in Senegal, it is identifiable whether pupils who participate the class actively or not and pupils with negative behaviour during the class such as sleeping, getting bored, and chatting with friends depending on where they locate to sit in the classroom. It can be argued that the lack of academic engagement in terms of psychological and behaviour which are also the common reasons for given for dropping out of school: boredom, lack of relevance in course work. Furthermore, many of these children often struggle with learning to read and write in French language and their problems worsen when mathematics and other subjects place greater demands on reading skills. Therefore, even the students go to school; study outcomes seem to be rather poor and insufficient level. As a result, some students tend to fail the finals exam at the end of school year, which leads to repeating the same year or dropping out. By the secondary school, the students tend to face a very high risk of a disaffection towards school, low achievement to educational activities, and early school withdrawal (Williams 2003, 10). Underachievement and school disengagement have serious consequences both at individual level and national level.

In addition, the classroom environment was often not the best condition for active engagement in Senegalese classroom. The overpopulated classroom size does not allow

having appropriate relationships between students and teacher. As a consequence, children become passive rather than active learner in the classroom. School size influences behavioural and emotional engagement. Barker and Gump argued "students' opportunities to participate and develop social relations were greater in small schools than in large one" (Fredricks, Blumenfeld & Paris 2004, 73). Also in terms of teaching skills, teachers are compelled to become an information giver and the knowledge flows one-way from teacher to student. In addition, classrooms tend to be highly hierarchical rather than collaborative that allows both teacher and student to more beyond conventional roles. "Engagement in learning is an important as it is elusive in the cast majority of traditional, bureaucratic school structure" (Klem & Connell 2004, 262). Eventually, disengagement could result from a weakened relationship between individual and school, between teacher and student. Therefore, trusting relationships among peers and between teachers and students are essential for high engagement is associated with positive learning outcomes, which motivate both the teachers and students.

Globally, in order to prevent dropping out of school, improving the quality of education is one of most urgent and crucial challenge to address today. Also, creating the sustainable learning environment support is highly profitable for every child. Enhancing school success and improving school enrolment is the main goals for EFA until the end of 2015. Further, the quality of education, which is urgent goals for EFA Goal 6: "improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills" (EFA 2010). For these challenges, the quality of support by international society, government, community, family, teachers and peers and active school engagement can be the key concept, which increases the quality of education and attainment. Therefore, educational practitioners in development field and teachers needs to listen to the student's voice to gain their perception and discuss about schooling and what conditions contribute to student success although it can be hard to make it reflect on the teaching plan and practice. The student perspectives usually tend to be not considered in the classroom. Likewise, listening to all students' voices in this research has been challenging due to the limited time, cultural issues particularly languages and severe educational condition and environment. However, this school engagement research can be beneficial for future education in Senegal. For education reform, school engagement, teaching skills might be able to modify school practices and policies to improve the progresses of students at risks. Also, the engagement

and disengagement perspective enable us to find the way to reduce the likelihood of school failure and to help increase school completion rates that lead to student future achievement in Senegal. Considering and analysing the issues at school or classroom level can promote better learning outcome and increasing the schooling.

2   School Engagement

The definition of school engagement encompasses a wide variety of constructs. Finn's participation-identification model as a theoretical starting point of contemporary model of school engagement explained how behaviour and affect interact to impact the likelihood of academic success. According to Finn, "engagement in school may be viewed behaviourally- that is, whether a student participates regularly in classroom and school activities or affectively- whether a student feels that he/ she 'belongs ' in the school setting and values school-relevant outcomes" (Finn 1985, 5). The definition is based on the idea of participation and positive or negative reactions to school. The participation (behaviour) represents attending class and school, following class rules and interacting with teachers and peers positively and appropriately. For instance, the ways of participation to school changes depending on maturity. In the primary grades, the children follow and respond to directions or questions initiated by the teacher. As they get mature, they may take more active roles, above and beyond the degree involvement that is required. (Finn 1985, 6) Further, Fredricks (2004, 70) added belonging includes an individual's sense of being accepted, valued included, and encouraged by other. Furthermore, identification (affect) means student's "feeling of being a significant member of the school community, having a sense of inclusion in school…."as well as the recognition of school as both a social institution and a tool for facilitating personal development" (Finn & Zimmer 2012, 100). It can be said that belonging, school membership, bonding, school connectedness, attachment, and valuing are all part of identification. For instance, the degree of students attachment are determined by the student's feelings about the school, teachers, peers or classroom environment. Specially, students indicates how well they like their classroom teachers, how much they look forward to going to school, and how much they can trust their teachers. (Jimerson 2003, 8) Psychological need, participation, identification, and internal or external assets are essential condition for school engagement.

The term school engagement is multi-dimensional construct and exists many indicators composing engagement subtypes and the diversity of contents and thus several types of engagement overlaps constructs in many ways. Today, three main scales such as cognitive, affective, behavioural engagement tend to utilize as a mean to investigate in the research of school engagement. Firstly, the behavioural dimension draws on the idea of participation, including students' observable actions or performance, such as participation in

extra curricular activities, completion of homework, as well as scores on achievement tests. Secondly, the affective dimension includes students 'positive and negative reactions to school, teachers, and /or peers, academies. Therefore, school engagement intertwines with the contextual variables such as person and family, person and teacher, person and peers, person and environment and so on. Finally, the cognitive dimensions includes being thoughtful, effort necessary to overcome, student's perception and beliefs related to self, (e.g., self efficacy, motivation, aspirations, expectations) In other words, cognitive engagement draws on the idea of investment. (Jimerson 2003, 7; Fredricks et al. 2004, 60)

School engagement can be one useful concept that is well supported by empirical research, to discover the causes of success or failure by analysing student and teachers's perspective and behaviour. Often viewed as a mediator between important context (e.g., home, school and peers) and outcomes (e.g., achievement and graduation). In recent years, the concept of school engagement provides researchers and interventionists with useful link between these two entities; responsive to changes in school and teacher practices. (Chandra 2012, 62) Also, practitioners easily identify engagement behaviour by applying own educational experiences and practices because; some engagement characteristics are observable and measurable outcome in research. Therefore, engagement behaviours are responsive to teachers and school's practices, allowing for the possibility of improving achievement and attainment for students experiencing difficulties along the way. (Finn & Zimmer 2012, 98) On the contrary, cognitive and affective engagement includes less observable, more internal indicators, such as self-regulation, relevance of work to future endeavours, value of learning as well as personal goals and autonomy (cognitive engagement) feelings of identifications or belonging, and relationships with teachers and peers (affective engagement). Therefore, this research will determine how student behave, feel, think about their school through quantitative research.

2.1   Behavioural Engagement

Behavioural engagement refers to "student conduct that is beneficial to psychosocial adjustment and achievement at school" (Archambault 2009, 653). Likewise, Fredricks indicates that behaviour engagement mainly contains three different elements. The first element is positive conduct which indicates following and adhering classroom rules and norms, and absence of disruptive behaviour. The second element is involvement in learning and academic tasks and inclusive behaviour includes effort, persistence, concentration,

attention, asking question, and contributing to class discussion. Thirdly, participation in class and school activities tends to be most common definition for behavioural engagement. (Fredricks et al. 2004, 63) Behavioral engagement assumes that "positive engagement is most likely when the context provides opportunities for individuals to fulfil their needs for competence belonging and autonomy" (Eccles & Wang 2012, 135). Also, particular school curriculum might be important in sustaining students participate in school so that students can choice the subject that they want to for ones needs and goals.

School factors such as policy, management and environment affects to behaviour engagement. As responsiveness to the school and classroom context, classroom environment, such as school size and safety is also connected to study outcome. For example, small school size tends to result in high engagement connection. Also unsafe environment, unfairness, victimizes rules and negative school sanctions can lead to student disengagement. School rules and disciplinary practices found to be important. Faire treatment by school staff has been described as fundamental to the development of identification with school (Fredricks et al. 2004, 106). It is important that disciplinary policies are seen as fair and effective and school rules as flexible and able to accommodate to the needs of particular students. However, "the restricted schools were still characterized by "highly" punitive discipline policies, an overemphasis on control, and frequent adversarial relations between students and teachers" (Finn 1988, 16). If pupils perceive that their teachers are disinterested or hostile and that school practices are putative and alienating, then continuous participating in curricular activities – there will be no identification with school and engagement cannot reasonably expected to occur. Also, the basic misunderstanding adolescence development by adults then takes form in highly controlling instruction and punitive classroom and school setting that trigger highly teacher-driven and discouraging for exploration and curiosity. The role of classroom organisation and management such as time, behaviour and attention in creating a well functioning classroom affects student's behaviour. For instance, routine management strategies make students active participants in classroom activities. This is an efficient strategy for developing class climate and the good relationship between students and teacher. Ideally, creating personalised educational environment would be increased by the experience of teacher support so that students might feel more supported by teachers and connected to school which is necessary and foundational condition for school engagement. (Klem & Conell 2004, 271)

2.2 Engagement and motivation

School engagement is more likely to happen when the students make a psychological investment in learning but is not happening accidentally although the student's efforts are intended in learning. Therefore, the teachers need to guide their students to learning and motivate them. However, in practice, some teachers find difficult to motivate students learn actively and spontaneously. Motivation and engagement are strongly related and overlapping concepts having many commonalities each other. Therefor, it is controversial discussion that what is the role of motivation for engagement and whether motivation is part of engagement or vice visa. It can be said that the concept of engagement and motivation should be defined separately. According to Skinner and Pitzer, "a more precise definition will make "engagement "easier to measure and study as well as to be related to other theories of achievement and learning" (Eccles & Wang 2012, 138). Maehr and Meyer (1997, 373) argued that, one hand motivation is related to psychological process that has been thought of the direction, intensity and quality of one's energy, answering the question of "why " for a given behavior. On the other hand, "engagement is described as "energy in Action, the connection between person and activity" (Appleton 2006, 428). Also Reeve explains motivation refers to any force that energizes and directs behavior. Energy gives behavior its strength intensity and persistence. Direction gives behavior its purpose and goal –directedness (Reeve 2012, 151). Engagement encourages active participation and learning in an activity. Engagement matters the level of participation (the scale such as high, low, active or negative) and the degree of feeling such as enjoy, fun, accomplishment, boring, and tired through activities. According to Eccles and Wang (2012, 138), in general, there is a cycle that A (motivation) → B (behavior) → C (Learning or school completion). Motivation influences behavior and then behavior leads to taking actual actions or the end of action. For instance, pupils think that 'I am interested in doing this, because this leads to my goal.' Therefore, motivation makes the opportunities of behavior and as a result behavior can be understood as engagement. At the same time, engagement is a mediator between motivation and school completion.

However, this logic between motivation and engagement does not apply for every construct of engagement so that there is no clear distinction between, motivation, behavior and school completion. Some students decide to participate school activities by developing their sense of belonging and attachment. According to Finn's participation-identification model shows student's both successful or inevitable failure experiences in various setting create emotional reactions. The self-sustaining nature of the participation-identification cycle

serves a protective function that enables students to navigate those situations. It means that when pupils increase one's experiences, they meet more positive or negative feeling about similar situation and activities, which turns to value. These cycles become the self-beliefs increase identification or attachment to place where activities take place. (Eccles &Wang 2012, 143) In this case, motivation cannot always create an opportunity for taking action and behaviour. At the same time, positive reward and the certain amount of achievement are important for school identification (engagement). Also, achievement-related beliefs are constructed by the ways in which students interpret or make meaning from their educational experiences. (Bempechat & Shernoff 2012, 320)

Motivation is not always the driving force for active engagement. There is a situation that one can be motivated but no actively engaged in a task. This happens often at class environment in Senegal. Students are motivated and eager to learn and challenge new things, but it seems like they are lack of learning skills (metacognitive skills) or knowledge about how to or when to use strategies to achieve the goals for the future. On the contrary, students may be both highly strategic and highly invested in learning; they may be strategic only when it is necessary to get good grades, not because they want to learn for own interests or goals. This is probably because the individual needs or goals might be ambiguous and the lack of strategies or skills to achieve them as a result of limited environment in the case of Senegal particularly. The other possibilities are that the study needs and future goals do not fit to study and there is no relevance. In general, motivation would be highest when the demands of the task fit well with both the person's sense of agency (in this case, their expectation of success) and the values, needs, goals of the individual (Eccles & Wang 2012, 142). It can be said that motivation is necessary but not so sufficient for engagement. However, the mix element both engagement and motivation is essential for better outcome. Needless to say, students who are motivated are more likely to engage in the tasks. It needs to be considered here how motivation promotes engagement efficiently?

Reeve argued that student' motivation is both a cause and a consequence of student engagement. "High quality student engagement arises out of the quality of the student's inherent and acquired sources of motivation and out of the twin desire to interact effectively with the environment and to grow as a person and as a learner" (Reeve 2012, 153). He mentioned that in order to increase positive engagement, agentic acts such as making suggestions, asking questions, and personalizing lessons are crucial elements so that students find ways to enrich and to adopt the lessons they receive into improved opportunities for

learning, skill development, and achievement to occur. (Reeve 2012, 164) Moreover, teacher and the learning environment offer supports and threats against their needs. Needless to say, student motivation and engagement need supportive conditions like supportive student and teacher relationships. The role of teacher is not to create or student motivation and engagement but the teachers' role is to support the student motivation and engagement (Reeve 2012, 153).

Additionally, motivation is a crucial element for engagement. For instance, it can be argued that low academic motivation perpetuates poor engagement in leaning. The concept of motivation include not only affective engagement elements such as liking, feeling belonging, and valuing but also cognitive dimension such as the beliefs of competence and perception of teacher caring. In other words, motivation affects student's engagement or how their cognitions, behavior and affective are energized directed, and sustained during academic activities. (Schunk & Mullen 2012, 220) Motivation is equated with students' psychological need satisfaction. Students who perceive themselves to be acting with a sense of autonomy, competence, and relatedness during the leaning activity experience high- quality motivation. (Reeve 2012, 151) In addition, motivations is a complex process that can be affected by personal factors such as individuals thought, beliefs and emotions and by contextual factors such as classrooms, peer groups, and community and home environment (Schunk & Mullen 2012, 220). Therefore, it can be said that motivation is relatively private, whereas engagement is more public. Consequently motivation and engagement are inherently linked each other, those who study motivation are interested in engagement mostly as an outcome of motivational processes, whereas those who study engagement are interested in motivation as a source of engagement.

2.3   Affective engagement

Affective engagement is also an internal cue to participate in the activities. Affective engagement is normally starting with external motivations and gradually becoming internalized; the focus is on daily experiences and interactions with others. Additionally, affective engagement is associated with psychological and behavioural outcomes and a level of emotional response characterized by feeling of involvement in school as a place and a set of activities worth pursuing identification. (Finn & Zimmer 2012, 103; Fredricks 2004, 63) It includes feelings of belonging, valuing, learning effort, interest, boredom, happiness and positive attitude about learning, attachment. Moreover, Finn regards identification as

belonging (a feeling of being important to the school) and value, (an appreciation of success in school – related outcomes)(Fredricks 2004, 63). Consequently, students who feel connected to school and cared by their teachers report autonomous reasons for engaging in positive school related behaviour. Also, students with high levels of belonging and identification with school indicates higher level of motivation and effort than students with lower levels of belonging and identification instead of isolation or alienation.

Interpersonal relationships

Engagement in school was highly influenced by relationships among peers, with adults; this influence included social support and high expectations from teachers as well as parental involvement in school. Masten argued that "resiliency appears to not to arise from extraordinary circumstances or rare traits, but rather form the ordinary "everyday magic" embedded in systems of development-within children, families, schools, communities, and their interactions" (Anderson 2004, 96). Positive and trusting relationships between people are a key factor for student engagement. Keeping better relationships with teachers and peers directly provide psychological feelings of identification, or belonging with school. In particular, quality of interaction with adult and peers prevents the student at a risk of dropping out or failing the education. For instance, adolescents are fully embedded in a world of interpersonal relationships and social networks have an increasingly important in school life. Wentzel said that relationships are typically defined as "enduring connections between two individuals, unique characterised by degrees of continuity shared history and interdependent interactions across settings and activities." He also adds the qualities of relationship are composed of the levels of trust, intimacy, and sharing; the presence of positive affect, closeness and the content and quality of communication. (Wentzel 2012, 482) These multiple aspect of interpersonal relationships would enhance understanding of how people support engagement at school. By interacting with others, people learn knowledge, skills, strategies, beliefs, norms, and attitudes. Students act in accordance with their beliefs about their capabilities and the expected outcomes of their actions (Schunk & Mullen 2012, 220). For school success, competent and productive members of society are vital for youth development.

2.3.1   Teacher

Teacher support has been correlated with various aspect of behavioral, cognitive and affective engagement. Many researchers have already found that students who experience teacher –

student interactions characterized by high levels of warmth and support or low levels of conflict gain more achievement. On the basis of attachment theory by Bowlby, "a close and supportive relationship with one's teacher would be expected to promote a child's emotional security and confidence (Hughes, Luo, Kwok & Loyd 2008, 3). It can be argued that it is extremely important factors that the nature and quality of relationship through classroom interactions, personalised feedback, and academic support between teachers and students which is fundamental to understanding student engagement because providing support, and interactions leads to higher level of student engagement. Today, it can be also said that Piant argued "central problem in school reform is curriculum, school or outcomes assessment but rather the extent to which teachers are supported to interact with students and form relationships with them that engage them in opportunities to learn and develop" (Piant, Hamre & Allen 2012, 368). However, the quality of relationships between teachers and students deteriorates from elementary to middle school. This situation may explain the decrease in adolescents' interest during this period of their lives. (Anderson 2004, 96; Fredricks 2004, 74) The capacity of schools to support youth development; teacher-student interactions are the key factors for promoting positive development.

Thus, respect for each pupils as an individual person and provide academic assistance for students who need it that is called supportiveness facilitate good relationship between students and teachers. Therefore, teachers need to create an accepting and supportive classroom climate for students and keep the classroom safe and to student speak out. Student feel teachers are involved with them so that adults in school know and care about them. For instance, one hand, positive climate seems to students experience warm caring relationships with adults and peers and enjoy the time they spend in the classroom. On the other hand, for negative climate, students experience yelling, humiliation, or irritation in interactions with teachers and peers. Thus, children and youth in classrooms with high levels of teacher support have higher levels of peer acceptance and classroom engagement than so their peers in less supportive classrooms. (Pianta et al. 2012, 373) Teacher sensitivity, warm caring social environment, highly sensitive teachers timely, and responsive interactions help students see adults as a resource and create environments in which students feel safe and free to explore and learn. In addition, Skinner and Pitzer hypothesize that "teacher warmth, adequate structure and support for autonomy are the three contextual features mostly likely to meet these needs and thus facilitate engagement" (Eccles & Wang, 2012, 135). Teacher warms signifies liking and being interested in their student, believing in their capabilities and

listening to their point of view. Highly sensitive teaching requires teachers to attend to process and respond to a lot of information simultaneously.

The teachers need autonomy support by creating the classroom conditions in which student feel free to ask questions, express opinions and pursuit interests that the student can make important decisions for themselves and the work they are assigned have relevance to their present and future lives. This autonomy support includes providing choice, encouraging self- initiation, minimizing the use of controls, and acknowledging the other's perspective and feelings. As student feel that teacher's support their autonomy, they are likely to value the task and experience positive feelings towards it. Pianta said "classroom experiences add value for development is through the pivotal role of student-teacher relationships in the very process engagement" (Pianta et al., 2012, 366). It means that students co-construct their developing understanding of the nature and value of learning through their on-going interactions with caregivers, teachers and mentors in school. Their values are fundamental supports to the value of their experience in the classroom setting for furthering development.

Furthermore, in Self Determination Theory (SDT) (Theory of motivation), teacher's autonomy support help students to understand the relevance of schoolwork for their personal interests and goals are important predictors of engagement in schoolwork (Assor, Kaplan, & Roth 2002, 262). In addition, "the essence of autonomy enhancement is not minimization of the educator's presence, but making the educator's presence useful for the student who strives to formulate and realize personal goals and interests" (Assor et al. 2002, 273). Also Reeve added "autonomy-supportive motivating style is the interpersonal sentiment and behavior teachers provide to identify, vitalize, and develop their students' inner motivational resources during instruction" (Reeve 2012, 167). Moreover, providing choice that enables students to choose tasks that they perceive as consistent with their goals and interests. The opportunity to work on tasks that allow students to realize their goals or interests contributes to students' experience of autonomy in leaning. However, provision of choice should not always be viewed as a major indicator of autonomy support. In most of cases, choices by students are likely to be limited. First of all, the students need to follow national school curriculum, which may not fit their purpose or interests of study. Also when most choices involves tasks are essentially not very interesting or experienced by students as highly autonomy supportive. As in many schools the structure and the resources of the school limit the extent to which students can be provided with tasks that are highly interesting or relevant, it is possible that

choice provision would not be found to be important subdimensions of autonomy support at most schools.

Classroom interactions are structured around the interests and motivation of the teacher and the students. Throughout school activities, teacher asks student ideas, thought, and provide opportunities for students to have a formative role in the classroom. Optimal level of teacher control is necessary in order to organize classroom and maintain better relationships. In addition, in order to get the most benefits from the instructional opportunities, students need feedback about their learning. Teachers make statement to students attributing their performance to with ability. High quality feedback is described as communication from teachers that provides students with specific information. Overall, there are several key factors rise engagement in terms of teacher's support 1.) acknowledging student voice, 2.) increasing intergenerational equity including low hierarchical relationship, 3.) sustaining youth and adult relationships throughout the learning environment. (Pianta et al. 2012, 366) These forms of help students maintain habits of high engagement throughout the grades, leading to school completion. Good relationships between student and teachers have been associated with student's motivation, achievement, feeling of belonging and affect in schooling. (Anderson 2004, 96)

2.3.2.   Peer

Transition from elementary grades to secondary can be a key period for academic success or failure. School engagement is likely to take different form according to age and Individual–level development. In other words, there is a different characteristic of engagement and disengagement in earlier grade in later years. For instance, at earlier age, the quantity and quality of children's friendships was sound to be a predictor of their adjustment to school. From childhood to adolescence, there is some increase in the amount of time that individuals spend with their friends an increase in the emotional quality during interactions with one's friends, and an increase in the extent to which the quality of one's close friendships is related to social adjustment (Kindermann 1991, 281).

Thus, moderate levels of meaningful participation and caring peer relationships leads to academic achievement. In general, intense interactions occur especially in sports and extra curricular activities. During adolescence, individuals experience rapid physical maturation as well as rapid development of cognitive skills. Some argued that behavioural and academic risk grows through grades at this time. Similarly, engagement in school more likely begins to

decline early in adherence, and by entry into high school. (Pianta et al. 2012, 367) Early adolescents are a critical development period for youth in high-risk environments. The needs for middle school environment and early adolescent developmental are responsible for the shift toward more negative student self-evaluations and school achievement attitudes. "They are influenced by a complex web of proximal processes such as social relationships and participation in various activities across the multiple environmental contexts of home and school" (Woolley & Browen 2007, 92). Adolescents bring their peers along with them; doing well in school switches from being a positively valued behavior among peers in childhood to a somewhat negatively. However, adolescents are both at risk and highly functioning with high degree of motivation and engagement within the classroom setting. Pupils have experience a lot of things by secondary school and their meta-cognitive skills are higher than as it was at primary school level. Thus, "student may not become deeply investigated in learning until they have the intellectual capacity to self regulate and become intentional learners, which tends to occur at later ages" (Fredricks 2004, 84).

Goodenow and Osterman said "school belonging is socially grounded experience, derived from interpersonal relationships with member of the school community" (Hamm & Faircloth 2005, 61). School belonging is based on the assumption that environments characterized by caring and supportive relationships that facilitate student engagement. Students who feel school belonging are liked, respected, and valued by others in the school. Also, positive relationships among peers contribute the sense of belonging. Sense of school belonging is critical to adolescents' adjustment because it meets their development need for relatedness. They sense their own importance and perceive that they can rely on and shared valued with other community members. (Hamm & Faircloth 2005, 62) In addition, there is an emotional attachment to and security in the setting in that comes from feeling valued by and valuing of the community.

Friendship may play an important role in meeting the emotional aspect of school belonging, in support of or as a buffer to experiences of inclusion and exclusion derived from peer group acceptance. McMillan and Chavis said that emotional security in the community is a cornerstone of belonging (Hamm & Faircloth 2005, 63). Therefore, friendship experiences support for security and emotional closeness. Children perceive close friendship as supportive relationships that can reduce stress and associated with life events (Berndt 1988, 308). Moreover, the quality of friendship varies depending on age. For example, friendships become more supportive relationships between middle childhood and early

adolescence. It become sensitive to each other's needs and desires during adolescence (Berndt 1988, 312). There is an age change in motives for behavior, with adolescents showing a stronger preference than younger children for equal sharing rather than competition with friends. There are several types of peer support. At First, esteem support: the term esteem support refers to "statements or actions that convince people their own worth or value." This type of support has also been called emotional support because, its aim is to make people feel better about themselves or their life situation. (Berndt 1988, 311) Secondary, instrumental or tangible support indicates "the provision of resources or services that are necessary for solving practical problems." The corresponding feature of friendship has been labeled prosocial behavior, taking and imposing, and sharing or helping. (Berndt 1988, 311) Berndt and Keefe found that adolescents who experience these qualities in their friendships report greater involvement with school and more strongly positive perceptions of peer acceptance (Hamm & Faircloth 2005, 64). Student's friendship probably depends on the personality and social skills of the student themselves. Both environment and personal factors must be considered in explaining the variations in the amount of support that student get form their friends (Berndt 1988, 309). For instance, having more friends even before the transition seems to helps students when transitioning to a new school. Socially skillful student may have the easiest time navigating in a new environment and they remain highly engaged. Student with a supportive, intimate and validating closed friend become more involved in class. Better- adjusted students that is those higher in popularity and sociability, were better able to maintain their friendships despite the school transition. (Berndt 1988, 324)

The role of peer relationships

Peer relationships can motivate students to engage in schoolwork as well as in extracurricular activities. The term "peer relationships" is used as "a superordinate construct to refer to close friendships (i.e., relationship characterized by mutual liking) as well as to peer group affiliations (i.e., less tight relationships united by common interests and activities)" (Juvonen, Espinozaz, & Knifsend 2012, 388). A mount of time students spend with their classmates and friends dominate in school life so that the students learn a lot of thing from each other. When student have friends and feel socially connected and supported at school which predispose them to feel positively towards academic work. Peer influence on academic engagement comes form studies on peer networks. Student select peer group and group accept member based on similarities. Likewise, student tend to have relationships and affiliate with similar others. For example, student engaged in classwork from friendships with

engaged classmate. High quality friendship typically involves positive features such as support, companionship and commitment. Students with a supportive, intimate and validating closest friend become more involved in class across the school year. To work together on homework or projects, emotional or social support is essential. Extra curricular activities facilitate positive school-related experiences, school belonging and commitment to school. Friends' involvement in the activities can be as a reason to continue their own participation. Academic support from peer is related to active class participation. Involvement in the activities helped them develop a stronger sense of empathy and ability to handle stress and anxiety.

Peer acceptance and friendships are key source of experiences that support student's sense of belonging in school. A greater peer acceptance and number friend prior to the transition to middle school was related to greater involvement. (Juvonen et al. 2012, 393) However, there is negative engagement, which is socially marginalizing experience such as peer rejection and bullying. Peer acceptance and rejection have been used as theoretical justification for studying peers and engagement. Peer acceptance is associated with satisfaction in school, which is an aspect of emotional engagement and socially appropriate behavior and academic effort, which are aspect of behavior engagement. Peer support and engagement are likely to be reciprocal. Children who do not conform to school rules and who dislike school is less likely to perceive peers support. Peer rejection is commonly defined as peers social avoidance of, dislike of or reluctance to affiliate with a student, rejection by classmate may threaten school belonging even more than lack of friends. Also aggressive students are at high risk for being rejected by classmate. Both perceived rejection and the low self-esteem associated with such perceptions make it difficult for students to concentrate on schoolwork and engage in productive, collaborative work with peers.

2.3.3   Family

Family members are the key contributor for school success and foster achievement motivation and student engagement. Parents and guardians are facilitators of engagement with school through active collaborations base on mutual interest and shared responsibility for children's learning. Thus, parents are probably the primary and influential guides for children their life before school. Supportive adults provide social capital for youth. By Coleman, Social capital was defined as "a product the social environment that when present or available increases the probability that individuals will achieve desirable outcomes"

(Woolley & Bowen 2007, 93). Providing adequate housing, ensuring the child's health safety and general well-being and providing a home environment support children's learning. Although stronger for younger children across a wide of ages, parent involvement in home learning environment by teaching them academic skills, providing experience with cultural activities, facilitating their motivation to engage that appears to have robust effect for child's achievement. Parents engage in cognitive socialization strategies to foster the development of skills and children need. For example, family members are helping their children develop critical thinking skills by asking the questions. Also they can relief and manage risk factors. Moreover, parents engage motivational socialization strategies to foster the kids beliefs about learning that encourage persistence, diligence and the ability to delay gratification. Help children's internalize the attitudes and motivation.

Qualities of parent's communications and interactions by encouraging their initiations and autonomous problem solving and taking their perspective seems to be correlated with higher level of school engagement. According to Bempechat and Shernoff (2012, 316) "the achievement related beliefs and behaviors of parents can have profound influence on how children come to perceive their intellectual abilities and the value of learning and education." Furthermore, parent's own attitudes about learning, the value placed on education, achievement expectation, and approaches with the school influence on the development of their child's achievement-related beliefs and behaviors. Personal and familial circumstances at every moment influence how children engaged an individual or group in their learning. Attachment theorists posit that when parents provide emotional support and a predictable, consistent and safe environment children become more self-reliant and are able to take risks as they explore the world because they know that an adult will be there to help them if they need it. Tokoyama reported that academic achievement is promoted when students perceive greater levels of family togetherness and parent support (Bowen, Rose, Powers & Glennie 2008, 507). Additionally, authoritative parenting style (high acceptance, supervision, and psychological autonomy granting) leads to better adolescent school performance and stronger school engagement (Steinberg 1992, 1266).

More importantly, parents in collaboration with their children, children's teacher, school, and communities can work together that can enhance student success. School based involvement in school activities such as volunteering at school, a direct communication between parents and school, involvement in school governance. School plays an active role in whether and how families are involved in student learning. The model moves beyond families and schools

as separate influences to see them as partners with shared responsibilities for ensuring the success of students. Larger collaborative networks of schools, family's community organization and public institution can provide for the nurturing and supportive socialization of youth.

However, family and parents can also be a risk factors such as poverty, poor cognitive activity, neglect and lack of parental warmth and attention and less educated parents have been found to be less involved in their children's schooling than parents with a higher education and income " (Raftery, Groinick & Flamm 2012, 355; Woolley & Bowen 2007, 94). In addition, culture, economic and social resources that influence parent involvement. Limited time. For instance, less disposable income, lack of transportation, occupation make involvement a challenge. Likewise, ability to help children in academic activities is limited in formal education. They believed it was largely the schools responsibilities to ensure student success. In other words, parents viewed educators as possessing superiority education skills and prestige and parents leave their child education to teachers. In addition, the use of rewards and other external inducements to get children to engage in certain types of activities or behaviors, not like effort based learning strategies (Woolley & Bowen 2007, 93). As a result, children lose their internal motivation to learning.

Sensitive autonomy support vs controlling parenting

Parental involvement, autonomy support and structure are key elements in facilitating student engagement. Teacher and parent's autonomy support predicated adolescent's self-determination and adjustment in school. Autonomy concerns a need to feel that behaviors are self-initiated rather than externally regulated. Autonomy supportive environments support children's autonomous problem solving, action and decision-making and take children's prospective and point of views. Parents implemented structure in an autonomy-supportive manner was also associated with children's competence. Greater use of empathy, provision of choice, and provision of meaningful rationales were associated with lower endorsement of maladaptive control. Also caring and communicative relationships that support children's independence (responsiveness dimension in which parents are sensitive but not indulgent of children's request) promote social competence. Children with authoritative parents are more engaged and have educational expectations. "Developmental tasks during adolescence revolve around developing self-identity, managing unsupervised time, and directing one's pursuits, family challenge emanates from high expectations for doing one's best and

behavioral control, and family support is provide by an authentic interest in the child, unconditional positive regards, acceptance/involvement, and autonomy granting" (Bempechat & Shernoff 2012, 327).

However, for instance, East Asian culture may make children more accepting of parental control, the effects of a controlling parenting style on academic and psychological functioning is negative. Parental control stronger propensities to engage in risky social; autonomy, cause them to feel coerced and externally regulated. In this case, parents need to make age appropriate demands for mature behavior and provide tangible resources, such as attention, time and psychological resources such as emotional support and warmth. Parental autonomy support, "parenting that favored autonomous problem solving, choice, and joint decision making over pressure, punishment, and controlling rewards was modestly associated with children's reports of more autonomous self regulation- that is, more autonomously initiated and managed learning and achievement behaviors" (Raftery et al 2012, 350).

In African context, it seems not many parents are not acting participants in education of their children. Rather, pupils do receive support their home homework, it is more likely from siblings and friends rather than parents. (Marphatia, Edge, Legault, and Archer 2010, 28) The obstacles parents face in trying to be more involved are composed several reasons. First of all, the literacy level of adults in Senegal is 42% (33% women) (Marphatia et. al 2010, 28). This low literacy leads to lack of confidence, skills and knowledge makes them difficult to help to academic support their children's leaning and feel marginalize parents from education. Also, poverty and is one main reason parents pull children out of school. Some parents consider their children to supplement family income by working fields and sea. Therefore, Cultural and historical context are critical in shaping thinking and development of belief system including those that guide parental education socialization practices cultural context play central roles in helping us understand how parents foster their children's engagement with school. The transmission of educational values from one generation to next can be conceptualized as memes, the cultural units of intergenerational inheritance, as analogue genes. It might be important mechanism for the evolution and maintenance of culture itself. Parent's own educational attitudes and beliefs may be major influence on the educational attitudes that their children gradually adopt. (Bempechat & Shernoff 2012, 327)

2.4   Cognitive engagement

Cognitive engagement is defined as "a student's level of investment in learning and includes aspects such as perceived relevance of school work to future endevors, personal goal, a preference for challenges sufficiently of coursework, appropriate application of leaning strategies, self regulation, and willingness to exert necessary effort to master difficult skills, and autonomy" (Chandra 2012, 62). It also includes students' understanding of why they are doing, what they are doing and its importance (Klem & Conelle 2004, 262). However, there are several negative tendencies of investment on work that when the students get older. Some older students get the less likely to involve in the class or activities. It is less likely that the students are to take risks especially being wrong in front of peers and engage themselves in activities at which they are not sure they will succeed. In addition, to older students "failure following high effort" appears to carry more negative implications than failure that results from minimal or no effort. In this situation, the students have already been giving up even before trying something. Students threatened by a situation tend to react by avoiding or relaying the activity by escaping the situation mentally or physically.

Cognitive engagement can be less observable and more internal indicators rather than extrenal. It can be said that cognitive engagement is hard to measure but tend to be easy to neglect by adults. Therefore, teachers needs to think how student be invested. Cognitive engagement addresses two variables that might affect achievement and psychological adjustment. One is psychological investment in learning that "covers perceptions of competency, willingness to engagement in learning activities and engages in effortful leaning and establishing task-oriented goals" (Archambault, Janosz, Fallu & Pangani 2009, 654). For example, when student cognitively, they desier to go beyond the requirements. As a consequent, the motivated students prefer to make effort like asking questions clarification of uncertain concepts, persisting with difficult tasks, reading more than the material assigned. Newmaan adds psychological investment requires student effort towards leaning, understanding, mastering the knowledge and skills (Fredricks et al. 2004, 64).

Eventually, the students become more like to be positive and high self-efficacy, which is one of the important elements on cognitive engagement. Self-efficacy is the confidence or strength of belief that we have in ourselves that we can make our learning happen. In other words, it is what does the student belief about his/ her ability or what does he or she can do. A higher sense of self-efficacy can positively affect leaning, achievement, self-regulation, and

motivational outcomes such as individuals' choice of activities effort, persistence and interests. (Schunk & Mullen 2012, 220) Self-efficacious students are motivated and engaged in learning, which promotes their competence as learners. They are likely to set learning goals, use effective learning strategies, monitor comprehension, evaluate goal progress, and create supportive environments. It is also shaped by personal, cultural, and social factors, making leaning and achievement complex socio-cultural phenomena. (Schunk & Mullen 2012, 220) They see even hard tasks as challenges rather than try to avoid them. Similarly, they regard failures as chances to learn and to make a greater effort or to look for new information next time and to do well on personal deficiencies or obstacles. On contrary, low self- efficacy tends to be negative and less motivated attitudes. The students are more likely to avoid difficult tasks and have a low and weak commitment to goals.

Another characteristics of cognitively engaged students use of self- regulation strategies or being strategic such as memorization, task planning, and self-monitoring. More precisely, the students tend to use metacognitive strategies to plan, monitor, and evaluate their cognition after finishing the schoolwork. (Fredricks et al. 2004, 64) In practice, the student conduct rehearsal, summarizing, ensuring understand the material so that the student manage and control their practical and mental effort on tasks. Moreover, there is a strong connection between teacher support and cognitive engagement. Creating socially supportive and respectful challenging environment by teachers increase engagement cognitively so that students become more being strategic about leaning. (Fredricks et al. 2004, 75) "Cognitive abilities are highly dependent on broad level social influences that reflect cultural belief systems and practices as well as intra-individual differences in social and emotional skills and self-regulation" (Wentzel 2012, 479). It needs to be concentrated on focusing on alternative variable such as student's perceived competence, personal goal setting and relevance to offer student's optimism for a positive outcome.

2.4.1   Relevance

The students invest in learning confidently and maximize one's ability when the content is interesting or relevant to what they want to do. In other words, students typically participate in activities because they are intrinsically interested and motivated in the contents of activities. Students tend to consider before exercising whether how enjoyable or meaningful the task will be, how useful the task is for achieving one's various short and long term goals, and how well the task helps one manifest one's personal needs which become value. In

general, students who relate to their school subjects in the context of what they want to become improve their mental competence and engagement in learning goals and tasks. (Schunk & Mullen 2012, 226) On the contrary, irrelevant and lacking appropriate and meaningless challenges lead to disconnect to the school and class. Social and task related disengagement and alienation link directly to classroom experiences that are disconnected from youths development needs and motivations. Too often school curriculum and the rationales behind it are taken as a "given" without recognition that these rationales need to be clear and explain to student. Similarly, competitive, standards driven instruction in decontextualized skills and knowledge tied directly to the sense of alienation and disengagement. Therefore, it can be argued that the clear connection of academic skills and knowledge to their real life experience are one of essential element for improving learning and engagement. Consciously, addressing the relevance of what occurs within the classroom to the larger world is critical to engage otherwise restless young mind.

Susceptible adolescents especially deploy a considerable amount of effort in attempts make meaning in their life. The real world connections much be made in ways that are meaningful as perceived by students. For example, in the early grades, simple corrects or incorrect questions and answers are prominent but thinking, problem solving, and reasoning with real-world information is conspicuously absent in the vast majority of classroom. "Any curriculum, which starts with the student and his needs, has a very good chance of being relevant. Any curriculum, which is structured around subjects and the accumulation of information, has little chance of being relevant to the learner" (Ranaweera 1990, 9). In practice, teacher needs to take an empathic active role in relation to their students. Teachers may increase relevance of the classroom by making repeated, explicit ties between curricular material and linking schoolwork to current events and encourage engagement and participation in leaning that is somewhat less constricted. In addition, fostering relevance involves direct attempts by teachers to help students to experience the leaning process as relevant to and supportive of their self-determined interests, goals and values. "To facilitate such as positive perception of learning, teachers may explain the contribution of the leaning task to student's personal goal and attempt to understand students' feelings and thoughts concerning the leaning task" (Assor, Kaplan & Roth 2002, 264). Moreover, "the emphasis on relevance –fostering as an important autonomy supportive behavior that promote the experience of self- determination in school work and other human activities" (Assor et al. 2002, 265). The role first requires the teacher first to understand student's goals, interests, and

needs and then to link school tasks those goals, interests and needs. According to Fredricks (2004, 80), Individual needs are a mediator between contextual factors and engagement. When classroom contexts meet their needs for relatedness, which is likely to occur in classrooms where teachers and peers create a caring and supportive environment.

However, the reality is that classroom are constrained situations and students often have to perform an actively for external reasons, typically whether they like it or not. It is possible that in schools in which there is a very wide range of choice options that students can choose what they want to learn. The provision of choice might be as important as relevance. Ford addresses not only what student's do value, but what schools ought to be teaching them to value. (Dweck 1996, 183) The balance between students needs and the school curriculum, which is decided by the government, school or teacher, need to be maintained. The implication is that "some of the ills of our society may be linked to individualism run amok, to the emphasis on individual's right and desires over their social responsibilities" (Dweck 1996, 183).

In the context of developing countries especially African countries, relevance can be an issue for curriculum reform programmes carried by many countries to adjust the content of general education curriculum to suit the changing society, economic, and cultural context and to meet the demands brought about by global development. These include national history of decolonization, advances of science and technology, the energy and resource crisis, environmental problems, population issues, poverty and unemployment, international understanding, peace and disarmament. Scheffler argued that "relevance is, in particular, not an absolute property; nothing is either relevant or irrelevant in and of itself. Relevant to what, how, and why?" – that is the question (Ranaweera 1990, 9). If education is considered as one of the main factors contributing to the development of the individual and the nation, and to the improvement of the quality of life, then it necessarily follows that it should be relevant to the historical, social and cultural traditions of the country, national development goals, environment, and pertaining to the quality of life of community.

2.4.2 Future goals

Personal goals are strongly connected to both motivation and learning results. "Goals are symbolic processes that instigate and sustain actions so that learners must commit to attempting goals." (Schunk & Mullen 2012, 224) Ames (1992, 263) argued goal theory is "student adopt about the nature and purpose of leaning, beliefs about ability, and conceptions

of school success referred to as mastery and performance goal." In addition, goals motivate learners to expand the effort necessary and persist at the task, resulting in better performance and enhanced engagement. Also goals appear to be important organizers of cognitive, affective, behavioral responses, and may help us to understand why some children display strong a, maladaptive reactions to seemingly mild cues. Goal orientations are operationalized in terms of the goals that students have toward tasks both prior to and during task participation. (Anderman & Patrick 2012, 179)

Moreover, an achievement goal framework integrates cognitive and affective components of goal-directed behavior. An achievement goal theory is a framework that has been used to explain academic motivation since the late 1970s's that focuses on student's personal goal orientations which shows the reasons that students give for engaging personally specific tasks (Anderman & Patrick 2012, 174). It concerns the purposes of achievement behavior. Goal orientation theories state that " as students' interest in learning for the sake of improving their knowledge or skills increases, so does their valuing and reported use of cognitive learning strategies and self- regulations. In other words, goal contents theory focuses on the "what" of motivation-what goals students strive for- to distinguish intrinsic from extrinsic goals". (Reeve 2012, 153) One hand, intrinsic goals indicate personal growth and deeper interpersonal relationships afford basic need satisfactions and thus enhance effort and psychological well-being. On the other hand, extrinsic goals intend to enhance status, increase popularity, or get material success neglects basic need satisfactions. (Reeve 2012, 155) For self-perceptions ability, children who perceive themselves as being academically component generally develop an intrinsic motivational orientation. These children prefer challenging tasks and seek out opportunities that allow them to satisfy needs for competence, curiosity and mastery. Consequently, perceived ability and learning goal were positively influenced meaningful cognitive engagement.

Students' engagement in achievement activities is motivated by a complex set of goals (Meece, Hoyle, & Blumenfeld 1988, 514). There are several types of goals and each set of goals differs primarily in terms of whether learning is perceived and valued as an end in itself or as a means to a goal external to the task, such as gaining social approval, establishing superiority, failure- avoiding pattern or a avoiding negative evaluations from others. Students pursue different achievement goals depending on their individual needs and competencies or on the demands of the situation. (Caraway 2003, 419) Also, the particular goal a student adopts may be influenced by certain prior experiences, achievement history or parent's goal

and beliefs. At first, "mastery goals are conceptualised as the desire to attain knowledge and understanding implying a positive form of motivation" (Bempechat & Shernoff 2012, 320). It includes more positive affect and self-efficacy beliefs are more persistent in the face difficulty, prefer challenging over the easy tasks. A sense of accomplishment can derived from the inherent qualities of the task such as its challenge, interest, or enjoyment. Task mastery goals, they would report as active form of cognitive engagement by using metacognitive and self-regulations such as developing new skills, trying to understand their work, improving their level of competence or achieving a sense of mastery based in self-referenced standards rather than by help-seeking or effort-avoidant strategies. For example, skilled related goals; academic –intellectual skills, athletic, artistic skills, being judged favorably, expanding their skills and, mastering new skills. Task oriented students as those who are interested in developing their ability and gaining mastery, which promotes a motivational pattern likely to promote long-term, and high- quality involvement in learning. Students are more likely to approach and engage in learning in a manner consistent with a mastery goal when they perceive meaningful reasons for engaging activity. (Ames 1992, 263) When tasks are enriched or involve these motivational embellishments, they are more likely to create an intrinsic purpose to learning. When students are focused on the task or on skills improvement and value the learning, they are likely to feel "empowered" in their pursuits. These different goals would be important mediators of student engagement patterns in the classroom.

However, student may also be motivated to achieve for extrinsic reasons. Student oriented toward gaining social recognition, pleasing the teacher, or avoiding reported a lower level of cognitive engagement (Meece et al.1988, 515). Ego goals are related to earning rewards (money or a prize). In addition, performance goal is a focus on one's ability and sense of self worth and ability is evidenced by doing better than others, by suppressing normative –based standards, or by achieving success with little effort. (Ames 1992, 26) Performance goal is (i.e., a focus on outperforming others) to understand their work with ego or social goals in which students sought to demonstrate high ability or to please the teacher. Performance orientation is public recognition. Student who wants to demonstrate that they have ability and feels pleases when he or she feels superior to others and beats others. (Anderman & Patrick 2012, 175) Therefore, learning is experienced as a means to an end. A sense of accomplishment is derived from demonstrating superior ability judgments or receiving external reinforcement, regardless of the leaning involved. Work-avoidant goals are

to get work done with a minimum amount of effort. Students may adopt this as a way of expressing their negative attitudes towards school, avoiding failure, or coping with the constraints and demands of the leaning situation. Effort minimizing strategies such as eliciting help from others, copying other's work, or simply guessing at answers.

Authoritative parenting styles are associated with children's mastery goal motivational orientations as potential mediators of positive school outcomes, whereas non-authoritative styles are associated with performance goal orientations. Individual and family background characteristics contribute to their commitment towards this institution and its academic goals. Individual commitment to specific academic goals directly influence involvement in school related tasks and activities. (Archambault 2009, 652) Families that foster a responsive and supportive environment, encourage exploration and stimulate curiosity and facilitate learning experiences accelerate their children's intellectual development (Schunk & Mullen 2012, 226). Parents can negatively affect their children's academic competence and achievement by providing rewards extrinsic academic tasks, making unrealistic demands.

Student's valued social needs and their actual social relationships. In peer oriented goals, students value social goals in school more highly than they value learning oriented. One is liking and approval from others. The negative side of this goal is the goal of avoiding rejection, and it is most likely to be pursued when students lose confidence on their ability to win approval. For instance younger children can approve one's academic effort straightforwardly, however, adolescents end to disapprove their peers academic effort. If adolescents wish to maintain peer approval while maintaining academic excellence, they must learn to hide their effort from their classmates. To promote and develop relationships, striving to develop the valued commodity rather than to win approval for it. Some students may value the less prosocial goal of being able to control or dominate others. (Dweck 1996, 183)

Self-efficacy and goal orientation are two key concepts in the achievement motivation. Generalized self- efficacy is a global sense of competence across various domains. According to social cognitive theory, individual's perceptions of self-efficacy impact many aspects of their lives including their goals, the decisions they make, the amount of effort they put forth in accomplishing tasks, the types of tasks they take on, their level of perseverance when faced with challenges, and their level of stress experienced in demanding

situations, the positively or negatively of though patterns. (Caraway 2003, 419) As goals are achieved, self-efficacy is enhanced. Fear of failure often accompanies low efficacy. Fear of failure refers to the motivation to avoid failure because of the possibility of experiencing shame or embarrassment. Individuals who doubt their capabilities and experience high levels of fear of failure are less likely to set and work towards goals, thus giving them no opportunities to increase levels of self-efficacy. (Caraway 2003, 419)

3   Social engagement

Promoting positive behavior and increasing opportunities for social engagement serve as key goals for positive youth development. It can be said that the term social engagement has been commonly used to refer one's participation and involvement in the activities of a social group especially for aging society and the society for disable people. The key elements of social engagement include participation activity, personal interaction, social exchange (give and take). More precisely, the researchers describe that there are three capacities for social engagement and social competence. The first capacity refers to prosocial behavior which is the capacity to monitor, relate, and integrate the behavior of self and others. The second ability is to regulate attention and emotional activity in the dynamic flow of social interaction. In the third, the person can express positive emotions and to be social and agreeable with peers as well as adults. (Maurice, Zins, Weissberg, Frey, Greenberd, Kessler ,Schwab-stone & Shriver1997, 81) Thus, it can also apply for social engagement as a key concept for school engagement. According to Archambault, (2009, 653) social engagement in the context of schooling is defined by behaviour such as class attendance, rule compliance, and active participation in school activities and venues. Student usually belongs to their own group and communities in the classroom, school, and society. The development of personal network is important to the well-being of each student in school life. Therefore, it can be said the social and emotional competences are the key factors for promoting engagement in school. For instance, students need to built good relationship with friends and teachers at school in order to create confortable learning environment and feel school belonging. These are the ability to understand, manage, and express the social and emotional aspects of one´s life in ways that enable the successful management of life tasks such as learning, forming, relationships solving everyday problems, and adapting to the complex demands of growth and development. It includes self-awareness, control of impulsivity, working cooperatively and caring about oneself and others. (Elias ＆Zins 1997, 2) Develop the sense of competence would enable them to put forth effort in learning activities. For example, "memory is coded to specific events and linked to social and emotional situations, and that the latter are integral parts of larger units of memory that make up what we learn and retain, including what takes place in the classroom" (Elias ＆Zins 1997, 2). At first, the family should be the place where the child learns to understand, control, and work through emotions; social and emotional issues are essentially private concerns. Contributing more broadly to a trustful and giving school community will benefit all and improve engagement.

3.1 Social competence (Social skills)

There is a causal connection between engagement and child competence. One is social competence, which contributes to successful academic and leaning related outcomes. Wentzel (2012, 480) defined that "social competence is associated with personal - level outcomes such as effective behavioural repertoires, social-problem solving skills, positive beliefs about self, achievement of social goals, and positive interpersonal relationships." Competence involves beliefs about control, strategies, and capacity. He also adds competencies is composed of personal attributes such as goals, values, self regulatory skills, and cognitive abilities, and of ways in which these attributes contributes to meeting situational requirements and demand. (Wentzel 2012, 480) It is facilitated by contextual supports that provide opportunities for the growth and development of personal attributes, including communications concerning.

In Wantzel's research for social competence explains that "student social responsibility is not only a valued outcome but also instrumental in the acquisition of knowledge and the development of cognitive abilities" (Wentzel 1991, 1). Social responsibility is defined as adherence to social rules and role expectations. These rules exist by virtue of social roles that define rules for group participation, as a reflection of broad social and cultural norms, or as a result of personal commitments to other individuals. (Wentzel 1991, 2) Elias and Zins (1997, 1) also defines responsible as student must be able to understand risks, opportunities and be motivated to choose actions and behaviours that serve not only their own interests but those of others. Moreover, social responsibility can facilitate leaning and performance outcome by promoting positive interactions with teachers and peers. and from a motivational perspective, by providing students with additional incentives to achieve. The development of social responsibility, following social rules and conforming to social role expectations are critical for positive forms of social adaptation, both within the peer group and within family system. Person who lacks of social responsibilities tends to have the issues of alcoholism unemployment, divorce, and dependence of public assistance. Social responsibility is also associated with various aspects of school performance. Most relevant to social responsibility in the classroom are systems of rules and norms that define the student role for example, a variety of rules reflecting cooperation respect for others, and positive forms of group participation govern social interaction in the classroom. (Wentzel 1991, 2) Misbehaviour such as disrupting the class, failure to participate class activity, refusing to follow direction, disrespectful behaviour and fighting are deficit social

responsibility. For instance, classroom social behaviour: when written or unwritten rules of behaviour violated, academic performance reduce. Also school attendance is highly related to academic achievement. Absenteeism in general is negatively correlated to achievement due to loss of learning opportunity. Behaving responsibility can create a classroom environment for students that are conducive to learning and cognitive development. Irresponsible behavior can result in classroom disorder or poor interpersonal relationships and trends to place children at risk for academic failure.

When individuals are competent, people believe that they can determine their success , can understand what it takes to do well and. Competent students are engaged in achieving goals that are personally valued as well as those that are valued by others. The goals they pursue result in social integration as well as in positive development outcomes for the student. (Wentzel 2012, 482) In addition, The process of achieving optimal levels of engagement will always include negotiations, compromise, and coordination of the multiple and often conflicting goals of teachers, peers, students themselves and their parents. Competences concerns individuals need to feel effective in interactions with the environment, that is they can produce positive or prevent negative outcomes and that they have the capacity to mater challenges. They have control over outcomes and whether they see themselves as capable or as incompetent.

Student engagement processes are relational and dynamic; they involve ongoing interaction between individuals and contexts. (Eccles & Wang 2012, 137) Adolescents have a growing need to have close relationships with non-familial adults. Therefore, the strategies for how to interact in classroom with peers, teachers, and family members at home are one of crucial competence for fruitful schooling. It is also important that how teachers, peers and family encourage pupils to be competent at school. At first, tteachers need to be sensitive and flexible to individual differences in classroom conduct, value socially competent behavior, and spend a large amount of time teaching their students how to behave and act responsibly. Teaching children appropriate social response appropriate social responses to instruction such as attending, following instructions and volunteering answers can lead to significant and stable gain in academic achievement. More importantly, teachers need to give adequate information about how to effectively achieve desired outcomes. (Fredricks 2004, 81)

Some student experienced in appropriate shift in different types of classroom, teacher and peer characteristics from primary to secondary school. However, the other Student might

feel misfit both adolescents and the opportunities. To be a competent student would be more difficult for many adolescents particularly in large school where their teachers are working so many other students. Teachers need to be fair and equal treatment of all students. Some possible intervention is increasing the amount of positive feedback. Firstly, in order to fit this kind of environment, students need to have a strong need to feel competent if they are to maintain high expectations for success, positive relationships with their teachers and peers. Secondly, providing frequent feedback may reduce an adolescent's fear of failure by allowing them to know how they are doing at that point in time. A reduction in fear of failure by providing increased opportunities for success could increase the student's feeling of competency and therefore likely in crease school engagement. (Reinke & Hall 2003, 426) They need to have the chance to try new challenging tasks, activities environments also provides a strong safety net. Increasing the level of competence an adolescent feels can potentially increase their level of engagement.

Children also learn how to behave responsibility at home. Although most of children learn classroom rules and norms at school, the rest of students have difficulties to understand the rules. Doyle explains these children's inability to learn and respond to rule system at school may be directly related to family life like how to their parents teach them to respond to authority, reinforce patterns of communication and styles of discourse or their interpersonal problems. (Wentzel 1991, 5) Appropriate forms of parental control are related positively and parental hostility and maladaptive forms of parent-child interaction related negatively classroom-specific measures of social responsibility. The importance of parental relations for social competence and other positive development outcomes has rooted in the continuity view of relationships since their infancy, which is relatively stable and strongly influenced by one's attachment to a primary caregiver, like relational templates carried forward into adolescence and adulthood. (Bempechat & Shernoff 2012, 325) Furthermore, quality of family functioning –marital satisfactions and the use of child centered and consistent childrearing practices affects to social competence. Psychological well-being is directly connected to student's social and emotional competence. Parent value affects student achievement by facilitating student's motivation and perceptions of competence.

3.2   Socio-emotional competence

Humans are fundamentally emotional and social creatures so that emotions and feelings affect student´s performance and learning (Immordino-Yang & Damasio 2007, 3). The

reasons why we learn determined by intrinsic reward of having found the solution, to getting a good grade, to avoiding punishment, to helping tutor a friend, to pleasing his or her parents or teacher. Immordino-Yang & Damasio (2007, 3) describe, "all of these reasons have a powerful emotional component and relate both to pleasurable sensations and to survival within our culture." In addition emotional processes are required for the skills and knowledge acquired such as learning, attention, memory, decision-making, and social functioning in school to transfer to novel situations and to real life. Emotion may play a vital role in helping children decide why, when and how to apply what they have learned in school to the rest of their lives. Emotion then is a basic form of decision-making, a repertoire of know-how and actions that allows people to respond appropriately in different situations. (Immordino-Yang & Damasio 2007, 7) In other words, the one of main purpose of education can be to cultivate children´s cognitive and behavioural strategies. When children faced with the complexity of situations, the adults need to teach them how to respond in increasingly flexible, and creative ways.

Cognition and emotion can be seen as two interrelated aspects of human functioning. According to Bierman (2008, 1804) "the aspects of cognition refers learning, attention, memory, decision-making, motivation, and social functioning that are profoundly affected on emotion." He also adds that "the perception of an emotionally competent trigger, a situation either real or imagined that has the power to induce an emotion" (Bierman 2008, 1804). Emotion has a crucial role as a chain of physiological events that will enable changes in both the body and mind. Therefore, emotion helps to direct our reasoning into the sector of knowledge that is relevant to the current situation or problem. The combination of competencies in the domain of social-emotional development (pro-social behaviour, emotional understanding, self-regulation, and aggression control) and cognitive development (language and literacy skills) support social –emotional adjustment and foster children's' abilities to understand and comply with the behavioural demands of school. (Bierman 2008, 1804)

Children are faced with demands for well-regulated and goal-directed activity, including sustained behavioural inhibition, compliance with rules, and the capacity to initiate and sustain positive interpersonal relationships teachers and peers. Children growing up in poverty are particularly likely to enter school with significant deficits in social-emotional readiness, with demonstrating delays in social competences and communication abilities at school entry and exhibiting high rated of disruptive behaviour problems that undermine

school adjustment. Specific social competences linked empirically with school success include prosocial behaviours that foster positive peer and teacher relationship (e.g, helping, sharing, taking turns) and self-regulation skills that support the inhibitory control of aggression. Effective prosocial engagement and self-regulation, in turn, appear closely linked with emotional competence such as the capacity to define problems, generate and consider alternative solutions and engage in anticipatory planning that considers the consequences of various solutions. (Bierman 2008, 1803)

The social –emotional and self-regulation competencies that support effective learning engagement are important for school success. These include the capacity to participate cooperatively in classroom activities, to control attention and sustain task involvement. Children who can organise their behaviour in a manner consistent with classroom expectations and engage with persistence on learning tasks exhibit higher levels of achievement in school. Attention problems undermine effective leaning and contribute to off-task behaviour and reduced achievement. Although biological factors contribute to individual differences in children's attention skills, effortful control, socialisation and education experiences also appear to play an important role. Foster social-emotional learning and improve behavioural self-regulation can strengthen cognitive development. Warm support and effective (non punitive) classroom management has positive effects on children's prosocial behaviour and reduced aggression. (Bierman 2008, 1804)

Promoting interpersonal competence and moral development

Facilitating positive interactions with teachers and peers is one important child competence. In turn, these interactions can directly enhance the learning process. Acceptance by teachers and peers has been consistently related to academic achievement at all ages on the other hand, socially rejected and aggressive children tend to be especially at high risk for academic failure. Prosocial, cooperative and responsible forms of behavior (nonaggressive) are the essential elements for acceptance by peers and teachers in school. (Wentzel 1991, 10) Students who are academically and socially engaged in school are likely to have higher achievement and to receive positive responses from teachers for their work and behaviour. At the same time, these types of students can clarify and interpret their teacher's instructions concerning what they should be doing and how to do it, provide mutual assistance. Classmates provide each other with valuable information and resources, can provide not only emotional support and encouragement, but also directly contribute within peer instructional

contexts to intellectual development. Cooperative and collaborative leaning structures have been associated with increases in internalized control and more positive attitudes towards school. Relationships with peers can also have a strong influence on a student's emotional and motivational response to school such as the degree to which their friends like school and plan to go to college. In addition, positive relationships with peers can provide emotional security and incentives to achieve. Trust between student and teacher, and among students also appears to be an important emotional factor related to socially responsible behavior. Elias ＆Zins (1997, 6) argued that caring is central to the shaping relationships that are meaningful, supportive rewarding, and productive. Caring happens when children sense that the adults in their lives think they are important and when they understand that they will be accepted and respected, regardless of any particular talents they have. Therefore, stable personal relationship and caring brings not only academic success but also the well-being for social and school life.

4.   Research questions

Three questions guided the study:

4.1 How is school engagement constructed among Senegalese junior high school students?

4.2 What kind of differences there are in the school engagement between students according to gender, age, grade, classrooms and self-rated school performance?

4.3 What kind of differences there are in the experiences of support by parents, teachers and peers between students according to gender, age, grade, classrooms and self-rated school performance?

5.   Methodology and Sample

5.1   Background information

I have worked in Senegal from March 2011 to June2013 with Japan International Cooperation Agency (JICA) as a volunteer in the development field of primary education in Fimela, Fatick, Senegal. JICA is a governmental agency that coordinated official development assistance for the government of Japan that has been assisting economic and social growth in developing countries and the promotion of international cooperation since 1974. My main duties were to teach the music, physical education and the art class for the pupils at grade CI (age of 7) and SM2 (age of 12) with the local schoolteachers at seven primary schools in the community. The secondary schools, which were chosen for this study, include the same areas. In the area, majority of people were Serere (14. 9% of Senegalese total population), a minority tribe in Senegal (Diallo 2009, 197). The tribe lives near by the inner sea and the community is based on fishery or agricultural industry. They own their original language, dance, music and food culture. In the community, people mainly use Serere language in a living environment such as home, market place, sea and fieldwork. On the contrary, French as official language and Wolof as national language are also used in public place such as school, post office, and dispensary. Although Serere tribes are dominant tribe in the community, Wolof, Pulaar, Bambara and Soce also live as a minority group. Therefore, the student's home languages other than Serer are spoken. Almost all students in secondary school and adults in the community can speak Wolof mainly used as communication between the different tribes. There are various reasons for taking a comparative approach to this study in Senegal. (1) To compare the school culture with the students who are mainly dominant tribes and culture in the area. (2) To get data and sample randomly according to age, place to live, gender and so on (3) Researcher is able to draw on my experience knowledge at the primary school as a volunteer from 2011 to 2013.

5.2   Participants and procedure

The data was gathered in May 2014 at the end of school year at the examination period.

Table1. Description of the sociodemographic characteristics of the Sample in three schools

Gender		Age	Sample			Total population		
Boys	Girls	10 to 20 years	6th	5th	4th	6th	5th	4th
47.2%	52.8%	M=14.6	33.9 %	33.6 %	32.4 %	40.6%	36.6%	34.3%
n= 269	n=302	SD=1.53	n=194	n=192	(n=184)	N=559)	(n=504)	(n=472)
			Total (n= 571 / 41.6 %)			Total (n= 1,374)		

Participants (n = 571) were between ages 10 – 20 years Senegalese Junior high school students, which were comprised of boys (47.2%) and girls (52.8%). 194 were sixth graders (Mean age = 13.6, SD = 1.05), 192 fifth graders (M = 14.5,SD = 1.43) and 185 fourth graders (M =15.7,SD = 1.26) from three villages called Diofijor, Fimela and Dinowar in rural area. The three villages are the historical and mangrove areas, which located in Saloum delta national park and in Senegal. Diofijor and Fimela situated 160 km of South East Dakar. Dinowar is an island along the Atlantic cost and located South of Dakar. Thus, three secondary schools were selected out of four where the principals agreed to voluntarily participate the research. For this study, researcher's personal contacts were used in order to search the target schools. The principals were informed of data collection in advance through my precious colleague. Also the classrooms were randomly selected by the principals and administrators. Of those selected for the study, (n= 546) 95.1% of student completed the engagement instrument. A number of days absent were 24 absent (4.21%) due to mainly illness and ceremonial events however, some students who are absent without notice. It can be said that the recognition of special education was extremely low and there was one dyslexia student. The size of class was considerably large and there are approximately between 50 and 90 students in the classroom.

Structure of the educational system in Senegal

Since its independence from France in 1960, the country has continued to employ the French model of education system. Formal education in Senegal can be divided into four level; pre-school, elementary, secondary, and higher education. Elementary education normally starts from seven years old to twelve years old for a period of six years. After primary school, students take the *certificat des ètudes primaires élènebtaures* (CEPE) a state

standardized test that examine student's knowledge such as French reading and writing, mathematics, geography and Science. Students who pass the test can take the *examén entrée en sixiéme*. However, in fact there are the students who do not pass both exams to enter secondary education. Afterward, mainstream middle school (academic) taught in *colleges d'enseignement moyens* (CEM) with a curriculum for four yeas such as 6em, 5em, 4em and 3em. (First year of secondary school is 6em so that the classes of which are numbered in decreasing order, as in the French system) However, mixed-age classrooms are fairly common in which students differ with regard to age and grade level in Senegal. There are some children who start their education before the eligible age for enrollment. While, high repeat and dropout rate create a wide variety of age group classroom environment. In this research, the age of 13,14,15 and 16 are the main participants who are the average school age for secondary education. All classes were taught by different subject teachers in middle school.

Table2. Description of school age

Age	Frequency	Percent	Cumlative Percent
10	1	,2	,2
11	6	1,0	1,3
12	30	5,2	6,8
13	83	14,5	21,9
14	157	27,4	50,6
15	117	20,4	72,0
16	87	15,2	87,9
17	47	8,2	96,5
18	15	2,6	99,3
19	3	,5	99,8
20	1	,5	100,0
Total	547	95,3	
Missing system	27	4,7	
Total	547	100.0	

The researcher and teachers gave the accurate and slow pace instructions by using a black board and a poster with the example image and a little ingenuity so that the students can understand through sight. A vast majority of students have never filled this type of questionnaires before so that the extra help to ensure understanding of questionnaires for some students and clear instructions how to read and to mark the answers were essential and

hardest part of data collection especially for younger students. The students responded self reports questionnaire completed by students on the paper while a researcher and either their teacher or school administrators monitored the class. There were the students with some language difficulties in French to understand the questions due to low language usability. Therefore, their teachers read in French and translated either most of time in Wolof but also in Serer each item by item. Consequently it took approximately range from forty minutes to sixty minute for whole procedure. Overall, it took longer and some younger students had got tired and bored due to long list of questionnaire.

Language Issues

Senegal is multi-cultural and lingual country and its colonial experience still affects to the language policy in Education. French is an official language and was officially introduced in 1817. While Wolf is lingua franca of Senegal and is spoken by approximately 80% of total population and 50% as wolf as first language and 30% as second language (Diallo 2009, 197). In school, the students use French that is official language in Senegal, but also normally Wolf t and Serere is used for translation language by the teachers and students. Mainly the language teachers such as English, Spanish and French teacher, one history teacher and one school administrator who was a primary school teacher until last year were selected to assist my data collection in the class. The teachers are multilingual speakers and speak French, Wolof and Serere. However, it was inevitable to translate questionnaires with slightly different meaning and nuance by each teacher that affect students understanding and the answers.

5.3   Measurement

Student Engagement Instrument (SEI) was created based on the theoretical framework of Finn (1989), Connell (1990), Conell and Wellborn (1991), and McPartland (1994). In 2006, Appleton, Christenson, Kim and Reschly developed an instrument which each pupils can self-evaluate his own engagement. (Appleton 2006; Moreira et al. 2009) Its structure has been replicated in many countries such as the USA, Portuguese and Finland. In this research, the original SEI in English and Finnish were used for translation into French. The translator was French woman who is a French teacher at language centre, University of Jyväskylä and speaks Finnish, French and English at native level. Before conducting the data collection, the SEI paper was also checked by the principals and the language teachers to ensure whether the language and the contents are understandable or not. Furthermore, in previous research have

conduced and reproduced internal consistency estimates ranging from r.72 tor.88 for the five subtypes, with evidence to support the validity of scores with a wide range of intended outcomes related to engagement (Betts, Appleton, Reschly and Christenson 2010, 87). The research conducted to ask 7 basic and personal information of student as a first part and to fill the 33-items self-report questionnaire as second part that is completed on paper (Appendix 1). The items used in the research addressing school engagement were measures five subtypes of student engagement: as supportive contexts: Teacher- Student Relationships (TSR), Peer Support for Learning (PSL) Family Support for Learning (FSL), behavior context: Control and relevance of School Work (CRSW), Future Goals and Aspirations (FG).

Table 3. Description of SEI and dummy variables

Dimension	Number of Statements	Statement
Teacher- Student Relationships (TSR)	9	3,5,10,13,16,20,21,26,30
Peer Support for Learning (PSL)	6	4,6,7,14,22,23,
Family Support for Learning (FSL)	4	1,2,19,28
Control and relevance of School Work (CRSW)	9	2,9,15,24,25,27,31,32,33
Future Goals and Aspirations (FG)	5	8,11,17,18,29

TSR, PSL and FSL are related to student affective engagement and CRSW and FG for cognitive engagement. Nineteen items were asked to measure student level of affective engagement, which include nine items for the TSR (3,5,10,13,16,20,21,26,30) six items for the PS L (4,6,7,14,22,23,) and four items for the FSL scales (1,2,19,28).   Fourteen items were intended to survey cognitive engagement with nine items for the CRSW (2,9,15,24,25,27,31,32,33) and five items for the FG (8.11.17,18,29). Students responded using a 4-point likert scales, which indicates how much they agree or disagree on items (1= strongly agree, 2=agree, 3= disagree 4= strongly disagree). Background variables, the students were asked, name, age, grade, village where they originally from, and self-evaluation "For me, my results in school are…"(1= Bad, 2= Good, 3= Very good). This quantitative study was intended to be exploratory which is based on the analysis of SPSS of

data collected and is interpreted as revealing of how, peers, family and parents support influence student engagement in the class.

5.4   Data

Data on the variables which is consists of gender, age, grade, village, and self- assessment on study results were obtained from student's self - reports. Firstly, this data analysis generated descriptive statistics and correlations for all studied variables. Then, these collected data were submitted to several statistical analyses to study such as validity and reliability. For validity analysis, researcher conducted the factor analysis, using the 33items with Varimax rotation. In order to label the factors in the model, we examine the factor pattern to investigate which items load highly on which factors and determine what those items have in common. Principal axis factoring was applied to extract the factors. Later, reliability measures were calculated for the subscales that resulted from factor loadings and Internal consistency using *Cronbach's alpha.* We tested internal consistency of items that compose TSR, PSL, FG, FSL and CRSW scales. It has been used to estimate the true reliability of the scales in the sample. According to Appleton, one of the major challenges to the study of student engagement the needs for reliable measures of the dimensions of the construct. (Moreira, Vaz, Dias, & Petracchi 2009, 306) Collected data were conducted to various statistical analyses. It is important to prove the data so that validity and reliability has been needed to consider SEI. Additionally, the missing values have to be substituted in order for a statistical procedure to produce meaningful results. There are only a few missing values 4.9% in the data. One-way analysis of variance (ANOVA) and T-test with tamhane were used to compare school engagement between students depending on the variables such as age, gender, school, grade and self-assessment by one dimension analysis. Age was recorded into three different variables such as 1: (age 10-13), 2: (age 14-15), 3: (age over 16). Finally, in order to analyse, the student's different experiences of support from parents, teacher, peer support, Anova and t-test has been conducted. Next following questions were chosen; Parents support (Q1, My family/guardian(s)are there for me when I need them, Q19 When I have problems at school my family/guardian(s) are willing to help me.), Teacher support (Q3 My teachers are there for me when I need them., Q30 At my school, teachers care about students.) and peers support (Q6 Other students at school care about me. , Q7 Students at my school are there for me when I need them).

5.5 Ethical consideration

In considering privacy related to the conduct of research, all personal contacts for this research are confidential and will never be disclosed to outsiders. To ensure that the study was conducted as thoroughly and ethically as possible, all information and collected data for this research were made aware that their identities and answers would remain confidential. In addition, the schools are referred to as "Fimela junior school", "Diofijor junior school" and "Dinowar junior school " in order to protect the identity of the school, the teachers, the parents, the students, whose name have been changed. When dealing with students and in this case sensitive topic like a disable student, religion and tribe, it is better to not use or discuss actual names but instead, discuss general situations. All collected data are only used for this academic research. The access of collected data and information in Senegal both SPSS database and paper base questionnaires are limited.

In this data collection, time management was important due to limited time for visiting. Also, it was the end of school year and the period for final examination. However, the data collection itself took more time than we expected trying to fill all the answers. Although the researcher obtained formal permission from each school principals to students to ask the questionnaire during the class, it was inevitable to spend extra time on questionnaire and reduce the lesson time.

6.   Results

6.1   Construct of school engagement in Senegal

By using exploratory factor analysis with Varimax rotation, nine factors were found (see table 3). Also a Bartlett's sphericity (p=. 000) test was applied and Kaiser-Myeyer-Olkin (KMO = .880). The measure was calculated to study the data's applicability for factor analysis. As a result, nine factors were identified and first dimension included already almost half items, which is a substantial amount compared to Appleton's original version. Additionally, the communalities were indicating quite low usability of factors in this research. Overall, conclusion was that the findings of French version of SEI in Senegalese context had low construct validity. Thus, a variable reduction technique was used in order to find similarities to explanatory factor analysis. During the process, items with communalities less than .30 were removed from the list, however neither this produced any better result. In addition, the age was controlled so that only the age 14, 15 and 16 years olds were selected in the analysis but no logical structure was found. Conclusively, nine common factors were found and structural validity was not confirmed in this case study. It seems that French version conducted in Senegalese did not produce similar construct of Appleton's original version of school engagement with five or six dimensions. Therefore, researcher decided to conduct further analysis with one universal dimension of school engagement, and describing the data using few single variables reflecting the instrument's theoretical dimensions.

Reliability analysis/ Internal consistency

   Thus, Cronbach's alpha for the whole instrument was .762 indicating adequate internal consistency as a whole. The five factors corresponded to the scales which is based on this factor analysis and theoretical considerations: TRS (α=. 59), PSL (α=. 36), FG (α=.62), FSL(α=.53) and CRSW (α=.71) showing rather low internal consistency. Therefore the conclusions based on this data must be cautious keeping in mind that the instrument might not have served well the purpose to study student engagement in Senegalese context.

Table3. The result of Factor Analysis of the Senegalese version of SEI

Factors and loadings for each factor

Item	1	2	3	4	5	6	7

Item	1	2	3	4	5	6	7
Q24		,720					
Q32		,680					
Q18		,570					
Q15		,559					
Q19		,505					
Q17		,500					
Q22	,482						
Q31		,481					
Q23		,457					
Q8		,443					
Q11		,442					
Q28		,414					
Q2	,409						
Q1		,401					
Q29		,381					
Q25		,358					
Q13			,456				
Q21			,431				
Q16			,413				
Q3			,412				
Q20			,254				
Q5				,660			
Q9				,412			
Q10				,275			
Q6					,588		
Q30					,530		
Q12						,668	
Q27						,274	
Q4							,820
Q33							
Q7							

Q14
Q26

Extraction Method: Principal Axis Factoring. Rotation Method: Varimax with Kaiser Normalization.

Senegalese version did not load accordingly Appleton's original layout and also most of items resulted in weak loading. All factors consisted of both affective and cognitive engagement subtype with mixed dimension. Almost half of the variables loaded on the first factor and it included mainly cognitive engagement items. Also items of the Future goals and Aspiration dimension (18, 17, 8, 11, 29), Control and Relevance of School Work dimension (24, 32, 15, 31, 2, 25), Peer support (22, 23), Family support (28,1) and Teacher Student Relationships (19) were loaded on the first and dominating factor. Secondly, Affective dimension (Factor 2) integrates most items of the Teacher – Student Relationships dimension (13, 21, 16, 3,20). Factor 3 consisted of some of the Teacher – Student Relationships dimension (5, 10) and Control and Relevance of School Work dimension (9). Factor 4 was composed of Peer support (6) and Teacher – Student Relationships dimension (30). Factor 5 was composed of Future goals and Aspiration dimension (6) and Control and Relevance of School Work dimension (3). Consequently, Senegalese version did not follow factorial structure of the original version and the subscales. The data is based rather on three main dimensions which is also seen on the scree plot curve suggesting that three factors would be acceptable number of factors.
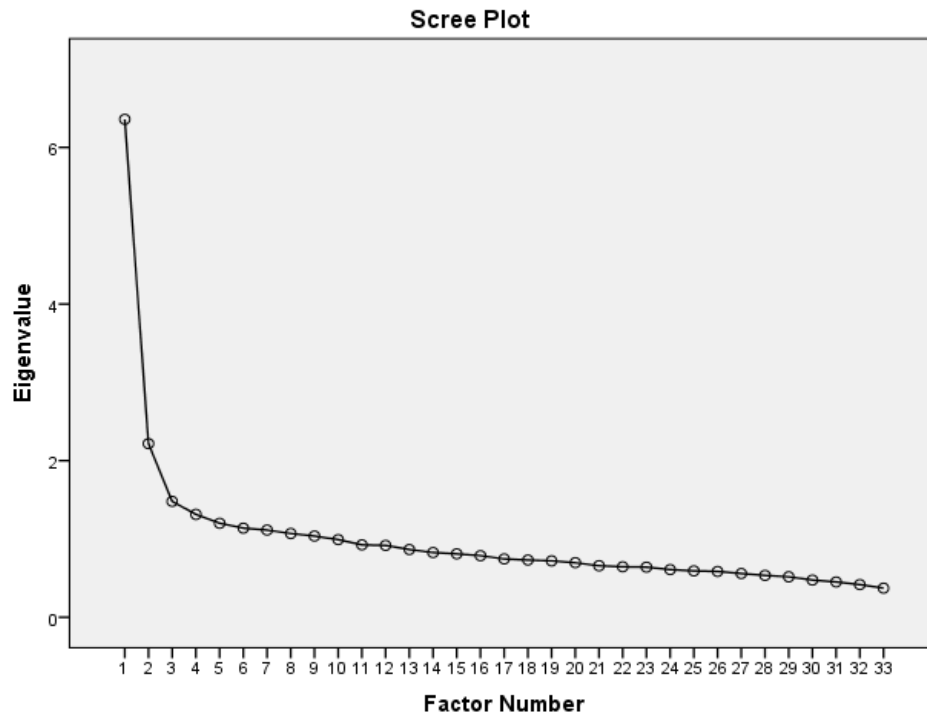
Figure X. Scree plot of the factors

Therefore, three factors are enough to describe Senegalese comprehensive school engagement. The dimensions can be named as 1) cognitive engagement, 2) affective engagement and 3) teacher-student relationships.

6.2.   Differences of school engagement according to gender, age, grade, classrooms and self-rated school performance

In this investigation, although, French version conducted in Senegal did not function well, it was examined how differences in school engagement related to aspects of the several background variables. First of all, all the questions from Q1 to Q33 were recoded in order to create a one dimensional array. By using this compound variable, One-way analysis of variance (ANOVA) and independent samples t-test were used to compare school engagement between students depending on the variables such as age, gender, school, grade and self-assessment. (See Table 4) Head start, statistically significant effects were found on between self-assessment schools and grade however, there were no significant result in the aspects of gender and age. At first, significant gender differences are normally common finding in school engagement and the girls tend to have better engagement result because of communicating skills. (Covell, 2010) However, in this study, there were small gender differences between boys and girls, which was not common results as the original school engagement study. The mean score for girls (M=1.75; SD=. 28) was slightly lower than the mean score for boys (M=1.77; SD=. 34): t =-1.30; p=. 023. There was a higher concentration

of scores 1(indicating that students are more likely to answer these survey questions with the positive responses) Like gender, the student's age also affects to school engagement theoretically and younger students usually recorded higher school engagement as compared to older one. However, older students who are age over 16 (M=1. 74; SD=. 30) are higher mean score than younger one who are age between 10-13 (M=1.78; SD=. 35): t =. 47; p=. 625 in Senegalese case. Moreover, there are the significant differences between schools Fimela (M=1.85;SD=33), Diofijor (M=1. 70; SD=27), and Dinowar (M=1.69; SD= 29). In terms of grade, 5em graders (M=1. 64) have got a higher engagement level than other grader, and 4em graders who are older students has got lower engagement level. However, there is no appropriate explanation that why 5em students are the best engagement level at secondary school in this area. Finally, for self-assessment, poor performance students (M=1.83 & SD=. 30) are lower engagement level than those who are good or excellent performers.

Table4. School engagement with background variables t-test and anova results

	N	Mean	Std.dev.	t or F	df	p
Gender				-1.30	541	.304
Girl	291	1.75	.34			
Boy	255	1.77	.28			
Age				.47	545	.625
10-13	120	1.78	.35			
14-15	274	1.76	.30			
over16	152	1.74	.30			
Total	546	1.76	.31			
School				17.76	543	.000
Fimela JH	218	1.85	.33			
Dofiyor JH	153	1.70	.27			
Dinowar JH	175	1.69	.29			
Total	546	1.76	.31			
Grade				20.04	543	.000
6em	183	1.80	.32			
5em	183	1.64	.25			
4em	180	1.83	.32			
Total	546	1.76	.31			
Self-assessment				3.61	524	.028
Poor	89	1.83	.30			
Good	288	1.76	.32			
Excellent	148	1.72	.29			
Total	525	1.76	.31			

Note: 1 = high engagement, 4= low engagement

6.3. Student's different support experiences from teacher, parents and peers

Gender differences for students support experience were examined by using Q1, Q3, and Q7 with independent sample t-test. (See table 5) The finding from these questions are that the

students get support more from family members/guardians (girls, M=1.48;SD=. 691, boys M=1.58;SD=. 681,), than teachers, (girls, M=1.91;SD=. 932, boys M=2.05;SD=. 908,), or peers. (girls, M=2.14;SD=.933,boys M=2.20;SD=1.018,) . The girls felt that they get more support from family and teachers than the boys.

Table 5. Student's support experiences with gender

	Gender	N	Mean	Std.dev.	t or F	df	P
Q.1 My family/guardian(s) are there for me when I need them	Girl	291	1.48	.691	.136	544	.713
	Boy	255	1.51	.681			
Q19 When I have problems at school my family/guardian(s) are willing to help me	Girl	291	1.44	.621	.089	544	.765
	Boy	255	1.43	.617			
Q3 My teachers are there for me when I need them	Girl	291	1.91	.932	.941	544	.332
	Boy	255	2.05	.908			
Q.30 At my school, teachers care about students	Girl	291	2.22	1.033	1.91	542	.167
	Boy	255	2.36	1.051			
Q6. Other students at school care about me	Girl	291	2.48	1.042	1.399	544	.237
	Boy	255	2.29	1.009			
Q7. Students at my school are there for me when I need them	Girl	291	2.14	.993	.508	544	.476
	Boy	255	2.20	1.018			

With respect to school differences, the students from Dinowar school have had stronger feeling for peer and teacher's support than the other two schools. (Table6) For instance, the mean score of Dinowar for teacher's support was (M=1.82;SD=. 824) whereas the mean score of Diofijor was (M=2.08;SD=.952,) and Fimela (M=2.03;SD=.962,)

Table 6. Student's support experiences with School

	School	N	Mean	Std.dev.	t or F	df	P
Q.1 My family/guardian(s) are there for me when I need them	Fimela	218	1.61	.665	.941	544	.332
	Diofijor	153	1.30	.608			
	Dinowar	175	1.52	.742			
Q.19 When I have problems at school my family/guardian(s) are willing to help me	Fimela	218	1.52	.624	1.916	542	.167
	Diofijor	153	1.24	.523			
	Dinowar	175	1.51	.651			
Q.3 My teachers are there for me when I need them	Fimela	218	2.03	.962	4.11	545	.017
	Diofijor	153	2.08	.952			
	Dinowar	175	1.82	.824			
Q.30 At my school, teachers care about students	Fimela	218	2.27	1.063	6.75	543	.001
	Diofijor	153	2.52	1.165			
	Dinowar	175	2.10	.856			
Q.6 Other students at school care about me	Fimela	218	2.67	.969	22.6	545	.000
	Diofijor	153	2.44	1.087			
	Dinowar	175	2.00	.928			
Q.7 Students at my school are there for me when I need them	Fimela	218	2.46	1.056	16.1	545	.000
	Diofijor	153	1.97	.963			
	Dinowar	175	1.99	.884			

7.   Discussion

The major aim of this study was to examine how is school engagement constructed among Senegalese secondary school students. Consequently, nine factors have found by using exploratory factor analysis. However, the Senegalese version of SEI could not compare to Appleton's original model of SEI because the construct validity is not strong enough to adopt five theoretical dimensions. The paper concluded that the collected date was not valid in Senegalese context with French version of SEI. One major obstacle was clearly language issue. The issue of language of instruction is a concern to education actors and important determine of learning outcomes and the quality of education across African countries. Despite low achievement levels in French, the instruction of subject studies still use official language. This leads to a drop in achievement for learning. At the same time, this weak usability of French language can cause low validity for factor analyses in this study. At least in order to understand clearly the meaning of questionnaire for SEI, good fluency of language ability is absolutely necessary ability for school engagement research, because the SEI contains some subtle differences in expression and nuance.

Secondly, the research analyse what characteristics can we identify in the school engagement according to gender, age, grade, classrooms and self-rated school performance. The result shows that gender and age did not predict any strong significance differences in Senegalese version. In fact, with respect to gender differences, many studies show that boys report they are less engaged and interested at school, enjoy it less, find coursework less

meaningful and spend less time on homework than girls. (Kesseles, Heyder, Latsch & Hannover 2014, 221) While, with respect to school differences in these targeted areas, the larger school and classroom size (normally a range of 50 to 80 students per class) more likely to have a negative on effect the level of schools engagement. Dinowar students are higher engagement level than other schools. It might be said that is this result has a correlation between schools or class size and school engagement. For instance, Dinowar school (n=409) has less total number of students than Fimela (n=666) (See *Appendix2*). Also, the class size of Fimela school is much larger than the other schools so that the teacher's support for each student is limited. There is evidence on whether smaller classrooms increase the likelihood of high student behavioural engagement in the secondary school. (Virtannen 2012, 3) According to director of Dinowar, in order to improve the completion rate, the teachers usually give spontaneous support to the students who are especially higher graders after school and weekend. In addition, the Dinowar is a small island community, which is closely united and the parents and villagers appreciate the teacher's support towards students.

Finally, we examine different student experiences of support from parents, teachers and peers. The peers and teachers support are weaker than family support although the everyday activities and experiences in school is more associated with teachers and peers relationships. First of all, the students have felt that peer support is the one weakest support at school. Presumably, this is because, peer relationships are relatively unstable at this age of development due to individuals experience rapid psychological and physical maturation during adolescence. In terms of gender differences, girls have stronger feeling that they get more support experience than boys in general. In other words, boys are less intention to seek help at schools than girls. It can be argued that the age matters that boys are try to be maintaining a cool and masculine image in front of peers. Therefore, the quantity and quality of student's friendships are also sound to be a predictor of their adjustment to school. In general support that student obtain beneficial from their friends. The teachers need to care more about the relationship among peers by increasing and using class management or school activities. Also, the teachers need to introduce more efficient group work during the class and use the activity of learner's centered teaching skills unlike traditional teaching way like "chalk and talk" style. It need to continue to conduct further survey of the reasons why peer' support are weaker than the other support by interviewing.

Furthermore, students felt that they get less support from Teachers as well. It can be said that teacher's support in Senegalese classroom is weaker because of school or class size. For

example, in this research, it can be said that junior high schools have the biggest number of student in the class so that the teachers are less chance to communicate and give support to students. Additionally, in secondary schools where are taught by subjects teachers, the relationships between students and their teachers is likely to be less close than in primary school. Therefore, school engagement tends to declines after primary school. Caring and autonomy support, well-structured leaning environment are challenging for Senegalese secondary schools but this might have a great impact on the quality of education. In particular, support for student's social and emotional functioning in the classroom is thought to be reflected in behavioural engagement by applying classroom organisation which is the management of student's behaviour, and instructional support by using teaching methods which foster student's higher level thinking skills and enable deep processing of materials. This research implies that the classroom interaction quality between teachers and students correlated learning outcomes so that the research will contributes to the educational field in Senegal and understanding of classroom practices fostering school engagement by investing emotional components such as the sense of enjoyment of learning, belonging to school, the aspects of a students relationships with teachers and among peers. This component can attract and retrain the students further leaning at school. Many students strongly agree and agree on family support and their understanding for importance of schooling. Presumably, the family members are the closest and reliable for students and its study. This can be one cultural reason that the young people tend to trust and respect older people in the community and family members. It is interesting to further research that what kind of support they get from the family member in other words why and how family members engage in activities that enhance student leaning. It can be argued that instead family support was the best predictor of the appreciation of future education. Parent's belief about school and their occupation, economic situation affects schooling in Senegal. In general, family members decide whether their children go to school or not rather children's choice whether they continue or not. The consciousness of importance for education seems to be improving although still the rate of enrolment for secondary education is relatively low. This is evident in terms of future education, if student's of educated parents will promote more further education. It may be that the concrete attitudes towards education are derived from the family culture and beliefs towards education. With respect to cognitive engagement for future goals and aspirations, many students responded the importance for education for future positively in this research. For instance, the sample items for cognitive engagement scale include Q18 School is important for achieving my future goals was girls (M=1.46; SD=. 710) and boys (M=1.44;

SD=. 618); t =.245; p=.807. However, it seems that education in Senegal is still expensive for their standard of life because it costs not only school fees but also if student live in remote area, they have to pay for transportation and accommodation. Parent's understanding and participation for education is essential condition for improving school engagement.

8.1   Limitations

This study has several limitations. Firstly, although the sample (n＝571) was modest size, the place where the data has been collected were only three schools in one small part of local community in Senegal. Not only School-level of variation in student outcomes but also budget allocation for education and the quality of education is large between city and village. Therefore, those schools in urban area like capital city, Dakar may have had different results because larger city tend to have better school and school management so that the construct of school engagement result in Senegal can change depending on place. Therefore, these school engagement items need to be tested across wider and more diverse samples in Senegal.

Second major weakness was Language fluency. The research has been mainly conducted only French language. We needed to use the other national and local language as translation language. The participants could not fully understand the questionnaire; this can be an obstacle to collect accurate data for this research. It also means that the language diversity make difficult for students to learn at schools.

Another explanation could be differences in interpretation between participants possibly related to maturity. The question of whether younger students can serve as reliable reports of some constructs might also affects on the results. In other words, the age of the students likely impacted on the reliability and validity of this construct. In this study, there were also varieties of age a range from 10 to 20. Therefore, modification of these measures may be necessary for particularly younger students so that it needs to target mainly the age between 13 and 15 or slightly older age. It could be a possible situation that the younger students have never come across or thought about these kinds of questions before. The question of age differences between participants may impact on response.

Some cultural contexts for school participation may provide some explanation for the current findings. There was the absence of discussion of socio-cultural variables. Familial and cultural values are likely influence school engagement among diverse tribe groups. For example, the tribe called Pulaar is seminomadic tribes so that the children from this tribe are difficult to go to school everyday. Especially African context is constructed such a diverse and rich culture tribe by tribe and community by community. It is hard to generalize the situation even at national level.

8.2   Conclusions

In this research, the finding for French version of SEI in Senegalese context was low construct of validity as a result of factor analysis. Some items loaded in different subscales in Senegalese version. These low validity and reliability limitations reduce confidence in conclusion. However, the major issue here is language in this research. School engagement is a complex concept so that it needs to be sensitive for language. During the questionnaire, many students might have struggled with reading and understanding the questions. The problem worsen when questionnaires greater demands on reading skills due to low fluency of language ability. Consequently, language usability affects to the student's response to SEI. It can be said that culturally and linguistically diverse sample need to be careful in terms of cultural background like language when we conduct research.

In addition, not only language fluency but also the research method such as the SEI translation process from English and Finnish to French and the data collection process need to reorganise and reconsider carefully. For future research, in terms of language issue, it can be said that the researcher should use national or local language as a research language in order to gain higher validity and reliability. However, Language issue can be challenging for African research and there is a difficulty to use local languages in Senegal due to cultural and historical reasons. A lot of African languages tend to be verbal based language including *Wolof* and *Serere.* Also, Serere language has not been used as writing form in daily life and has not taught in school although some textbooks and dictionaries exist. In addition, it needs to consider cultural aspect. For instance, there is nomadic / migratory tribe who often move with domestic animals and lack the time to engage to school. Their frequent movements provide few opportunities to connect their children to school and make it difficult to ensure

they can continue their education. Future, some family members express doubts about relevance and importance of education for their children who are expected to move with family and later take same occupation as the family does. Traditions and cultural expectations also deter pupils from competing schooling. Based on the result of this research, the researcher should consider a reformulation of the items that did not load as on the original version and fining items more adequate and suitable to the Senegalese social, cultural, linguistic and educational environmental reality for future study. Thus, we will be able to deepen understanding of Senegalese school engagement by multi-method, observational, and ethnographic studies, which would contribute to success the research. Particularly, the classroom observation method and teacher's perception of overall school engagement in the classroom also could tell us new findings in this research.

These differences between original version, Portuguese, Finnish and Senegalese versions also may be related to the cultural differences which includes differences in the educational system and environment. Enhancing student engagement is challenging in rural area Senegal and complex process involving a number of factors and institutions including those within students, schools, families and communities. The theory of student engagement is the useful concept of education quality in the context of Senegal and one solution to reduce the number of children out school dropping in the African. Engagement is characterised by relatively high amounts of attention, interest, effort, and enjoyment of that occurs during the process of learning and acquiring skills. Schools play an essential role in improving interaction and participation actively which is an global educational challenge today.

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10.　Appendix

Appendix 1　　　　　*Questionnaire sur l'engagement des élèves*

1.Nom ————————————　2. Sexe : __ Fille　__ Garçon　3. Nom de l'école ————————————

4. Adresse _____　5. Année scolaire _____　6. Âge _____

7. Pour moi, mes résultats à l'école sont... __ Faibles　__Bons　__ Très bons

	Tout à fait d'accord ☺	D'accord	Pas d'accord	Pas du tout d'accord ☹
1. Ma famille / mon tuteur sont disponibles quand j'ai besoin d'eux.	①	②	③	④
2. Après avoir terminé mes devoirs, je vérifie pour voir s'ils sont bien faits.	①	②	③	④
3. Mes professeurs sont disponibles quand j'ai besoin d'eux.	①	②	③	④
4. Mes camarades m'apprécient comme je suis.	①	②	③	④
5. Le personnel et les professeurs de mon école sont à l'écoute des élèves.	①	②	③	④
6. Mes camarades font attention à moi.	①	②	③	④
7. Les élèves de mon école sont disponibles quand j'ai besoin d'eux.	①	②	③	④
8. Ma formation m'offrira de nombreuses opportunités dans l'avenir.	①	②	③	④
9. La plupart de ce qui est important à savoir, on l'apprend à l'école.	①	②	③	④
10. Les règles de l'école sont justes.	①	②	③	④
11. Aller à l'université ou à l'école technique et professionelle après le lycée est important.	①	②	③	④
12. Lorsque quelque chose de bien se passe à l'école, ma famille / mon tuteur veut en savoir plus.	①	②	③	④
13. Les professeurs de mon école s'intéressent à moi en tant que personne, pas seulement en tant qu'élève.	①	②	③	④
14. Dans mon école, les élèves respectent ce que je dis.	①	②	③	④

Veuillez tourner, SVP

	Tout à fait d'accord ☺	D'accord	Pas d'accord	Pas du tout d'accord ☹
15. Lorsque je fais mes devoirs, je vérifie pour voir si j'ai bien compris ce que j'ai fait.	①	②	③	④
16. En général, mes professeurs sont ouverts et honnêtes avec moi.	①	②	③	④
17. J'ai l'intention de continuer ma formation après le lycée.	①	②	③	④
18. L'école est importante pour atteindre mes objectifs futurs.	①	②	③	④

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19. Lorsque j'ai des problèmes à l'école, ma famille / mon tuteur sont prêts à m'aider. ① ② ③ ④

20. En général, le personnel et les professeurs de mon école traitent les élèves de façon égale. ① ② ③ ④

21. J'aime parler avec les professeurs de mon école. ① ② ③ ④

22. J'aime parler avec les camarades de mon école. ① ② ③ ④

23. J'ai des amis à l'école. ① ② ③ ④

24. Lorsque j'ai de bons résultats à l'école, c'est parce que j'ai bien travaillé. ① ② ③ ④

25. Les tests / les examens / les compositions dans ma classe montrent bien ce que je peux faire. ① ② ③ ④

26. Je me sens en sécurité à l'école. ① ② ③ ④

27. Je pense que j'ai mon mot à dire sur ce qui se passe pour moi à l'école. ① ② ③ ④

28. Ma famille / mon tuteur veut que j'essaie à nouveau quand les choses sont difficiles à l'école ① ② ③ ④

29. Je suis optimiste pour mon avenir. ① ② ③ ④

30. Les professeurs de mon école font attention aux élèves. ① ② ③ ④

31. Apprendre est agréable parce que je m'améliore dans quelque chose. ① ② ③ ④

32. Ce que j'apprends à l'école est important pour mon avenir. ① ② ③ ④

33. Les notes à l'école mesurent bien mes connaissances. ① ② ③ ④

Merci beaucoup pour votre participation

Appendix 2 , The number of existing students in three schools

Dinowar	6thgrade			5thgrad		4thgrade	
Class	**A**	**B**	**C**	**A**	**B**	**A**	**B**
Boys		**29**			**23**		**34**
Girls		**21**			**39**		**32**
Total	**52**	**50**	**52**	**60**	**62**	**67**	**66**
							409

Fimela	6thgrade			5thgrad			4thgrade		
Class	A	B	C	A	B	C	A	B	C
Boys	45	46	42	40	35	36	28	26	37
Girls	45	39	36	39	43	39	24	39	27
Total	90	85	78	79	78	75	52	65	64
									666

Diofijor	6thgrade			5thgrad			4thgrade		
Class	A	B	C	A	B	C	A	B	C
Boys	26	17	27	20	27	20	26	33	23
Girls	28	26	27	29	22	32	27	21	28
Total	54	43	54	49	49	52	53	54	51
									459

Appendix 3: Means, Standard Deviation, Cronbach's *alpha*

Item	M	SD	Cronbach's alpha
* School affective engagement Teacher – Student Relationships (TSR)			.592
3.My teachers are there for me when I need them.	1.98	.992	.551
5.Adults at my school listen to the students.	2.06	1.003	.541
10. The school rules are fair.	1.59	.774	.590
13.Most teachers at my school are interested in me as a person, not just as a student.	2.19	.978	.557

16. Overall, my teachers are open and honest with me.	1.81	.846	.559
20. Overall, adults at my school treat students fairly.	2.21	1.021	.570
21. I enjoy talking to the teachers here.	1.73	.700	.557
26. I feel safe at school.	2.01	.956	.541
30. At my school, teachers care about students.	2.28	1.043	.596
Peer Support for Learning (PSL)			.366
4. Other students here like me the way I am.	2.04	.997	.308
6. Other students at school care about me.	2.39	1.030	.362
7. Students at my school are there for me when I need them.	2.17	1.004	.266
14. Students here respect what I have to say.	2.58	1.080	.322
22. I enjoy talking to the students here.	1.46	.587	.322
23. I have some friends at school.	1.46	.771	.358
Family Support for Learning (FSL)			.553
1.My family/guardian(s)are there for me when I need them.	1.49	.686	.510
12.When something good happens at school, my family/guardian(s)want to know about it.	1.67	.705	.472
19. When I have problems at school my family/guardian(s) are willing to help me.	1.44	.618	.429
28. My family/guardian(s)want me to keep trying when things are tough at school.	1.59	.720	.516
＊School cognitive engagement			
Future Goals and Aspirations (FG)			.629
8. My education will create many future opportunities for me.	1.50	.813	.589
11.Going to school after high school is important.	1.53	.719	.567
17. I plan to continue my education following high school.	1.54	.709	.572
18. School is important for achieving my future goals.	1.45	.668	.576
29. I am hopeful about my future.	1.58	.716	.582
Control and Relevance of School Work (CRSW)			.714
1. After finishing my schoolwork I check it over to see if it's correct.	1.60	.695	.706
9.Most of what is important to know you learn in school.	1.84	.934	.728
15. When I do schoolwork I check to see whether I understand what I'm doing.	1.50	.625	.674
24. When I do well in school it's because I work hard.	1.38	.603	.672
25. The tests in my classes do a good job of measuring what I'm able to do.	1.72	.728	.684
27. I feel like I have a say about what happens to me at school.	1.93	.798	.727
31. Learning is fun because I get better at something.	1.54	.699	.676
32. What I'm learning in my classes will be important in my Future.	1.35	.590	.668
33.The grades in my classes do a good job of measuring what I'm able to do.	1.62	.713	.667