

Student engagement, well-being & relationships with family, teachers, and peers

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NIE21193– Student Engagement, Well-Being & Relationships with Family, Teachers, and Peers

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Background & Aims ?

- Aspects of student engagement are associated with indicators of well-being^{1,2}
- Relationship contexts are associated with aspects of student engagement³
- Knowledge gap: Which aspect of student engagement best predicts well-being
- Research inconsistencies: Which relationship context best predicts student engagement

- RQ1 Which aspect(s) of student engagement best predicts positive and negative indicators of well-being in children?
- RQ2 How do relationships with family, teachers and peers relate to aspects of student engagement; which relationship context is most predictive of each aspect?
- RQ3 How does child environmental sensitivity moderate the association between these relationships and student engagement?

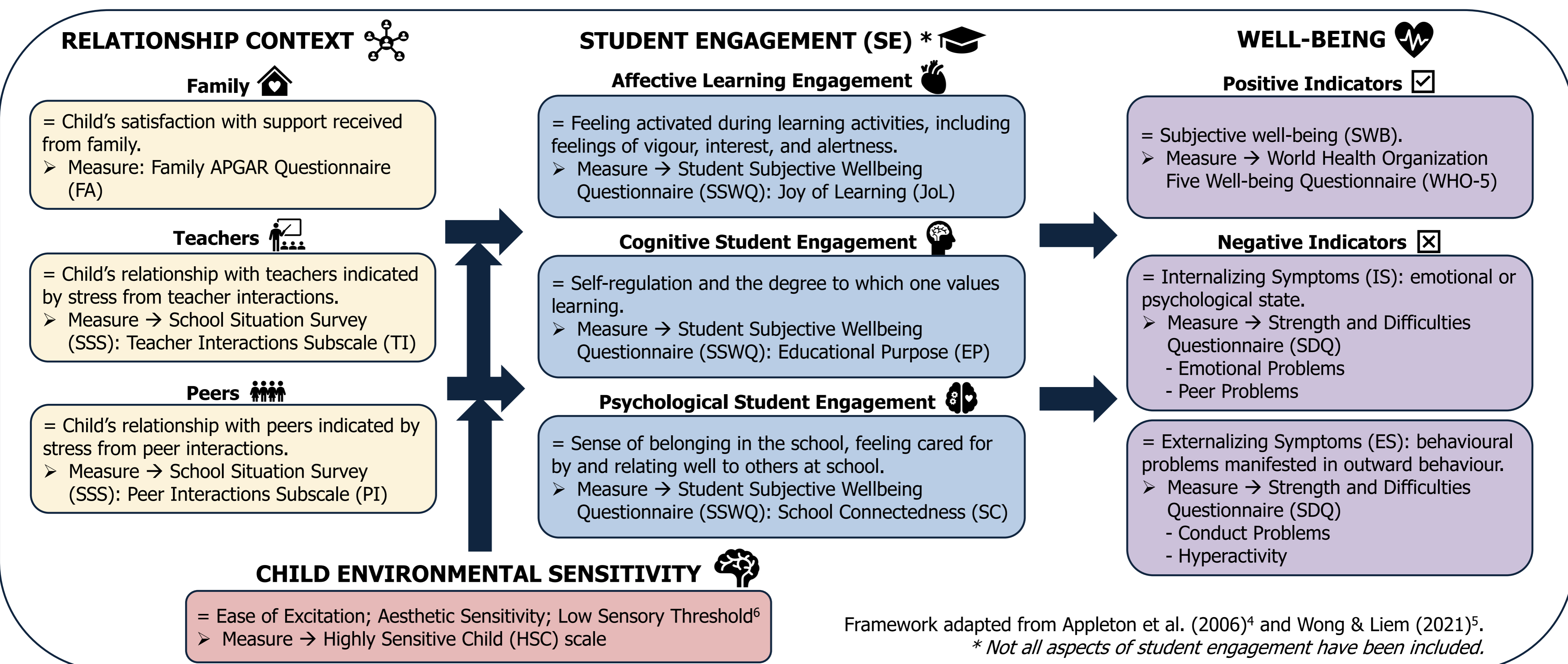
Methods & Analysis

Participants. This study is part of the larger Singapore Kindergarten Impact Project Follow-Up Study (SKIP-Up). Analyses were based on 853 Primary 5 student participants (age mean [SD] = 11.40 [0.35] years, range = 9.83 to 13.67 years; 53.6% female).

Materials. Materials used are described in the diagram below.

Procedure. Assessments were conducted as part of the larger study face-to-face in the participants' primary schools or online through Zoom due to Covid-19 restrictions.

Analysis. Separate regression analyses were run to understand the relative predictive strengths of the 3 aspects of student engagement on each well-being indicator, and the relative predictive strengths of the 3 relationship contexts on each aspect of student engagement. Interaction effects between relationship contexts and child environmental sensitivity on student engagement outcomes were also examined in each model.



Framework adapted from Appleton et al. (2006)⁴ and Wong & Liem (2021)⁵.
* Not all aspects of student engagement have been included.

Results

Note. Strongest predictor in **bold**.

Well-Being Indicators

Outcome	Significant predictor, $\rho < .05$ (β)			R^2_{adj}
	JoL	SC	EP	
Negative Indicator: ES	-.11	-.19	-.29	.27
Negative Indicator: IS	<i>ns</i>	-.50	.13	.21
Positive Indicator: WHO-5	.24	.42	<i>ns</i>	.40

Aspects of Student Engagement

Outcome	Significant predictor, $\rho < .05$ (β)			R^2_{adj}
	FA	TI	PI	
Affective SE: JoL	.24	-.08	-.42	.36
Psychological SE: SC	.19	-.14	-.56	.54
Cognitive SE: EP	.30	-.21	-.23	.33

Interaction: Significant between PI and HSC when outcome was EP; not further investigated due to negligible effect ($\Delta R^2 < .01$) and hence unlikely to be meaningful.

Discussion

Cognitive student engagement was the strongest predictor for externalizing symptoms, while psychological student engagement was the strongest predictor for internalizing symptoms and subjective well-being.

- Higher externalizing symptoms associated with lower scores in affective learning engagement, cognitive and psychological student engagement
- Higher internalizing symptoms associated with lower psychological and higher cognitive student engagement
- Higher subjective well-being associated with higher affective learning engagement and psychological student engagement

Peer relationships were the strongest predictor of affective learning engagement and psychological student engagement, while family relationships were the strongest predictor of cognitive student engagement.

- Higher affective learning engagement, cognitive and psychological student engagement were associated with better relationships with family, teachers, and peers.
- Child environmental sensitivity only significantly moderated the relationship between relationships with peers and cognitive student engagement, but with negligible effect.

Given that greater educational purpose predicted greater internalizing symptoms, future studies can further explore this relationship.

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