



## Testing the Causal Model of Academic Engagement Based on Attitudes to Education and Future Career and Academic Self-Steem by Mediating of Academic Buoyancy in Female Students

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### Abstract

The research was intended to examine the causal model of academic engagement based on attitudes to education and future career and academic self-steem by mediating of academic buoyancy in female Islamic Azad University students. The statistical population embraced all female students of Ahvaz Islamic Azad University in the academic year of 1398-99. The sample subsumed 299 female students whom were selected by convenient sampling procedure. The research was designed as descriptive of correlational type. To collect data Reeve "Academic Engagement Questionnaires" (2013), Attitudes to Education and Future Career Questionnaires of Hasanlu, Hassan Nejad & Khazaei Pool (2017), Academic Self-Steem Questionnaires of Nouri, Mirshah Jafari & Saadatmand (2015) and Samoelz "Academic Buoyancy Scale" (2004) were implemented. Path analysis method was applied to evaluate the proposed model. The results indicated that all the direct paths except the path of attitudes to education and future career to academic engagement were significant and the indirect paths via academic buoyancy to academic engagement were significant. The findings also showed that the proposed model had an optimum goodness of fit.



## Extended abstract

**Introduction:** The goal of any educational system is the comprehensive growth and promotion of learners in the fields of cognition, emotion and emotion. Students, as future makers, are an important segment of society. Various factors affect the overall growth and development of students; however, one of the factors that can play a very effective role in improving their academic performance is academic engagement in educational activities. In fact, academic engagement is the most important predictor of learners' academic performance. Academic engagement is defined as the quality of the effort that students expend in purposeful educational activities to play a direct role in achieving the desired outcomes. It attracts students' attention when assignments have meaning and value and as a result, students use their energy to do homework and feel a sense of commitment. This sense of commitment makes students insist on completing homework and spend more time doing it. Therefore, attention and commitment are two important dimensions and have an interactive effect of academic engagement. Various factors are effective in the occurrence of academic conflict in students, among them, we can mention attitudes to education and future career. Undoubtedly, many individuals enter universities in order to find a better job or profession, or to increase their chances of employment. Students' positive attitude towards education and career future leads to increased academic self-esteem in them and these conditions will lead to more academic engagement in them. Academic self-esteem means a realistic attitude about academic and school efficiency and the basis of academic self-esteem is formed by the academic identity of each student. Behaviors that a person shows in different areas, shows how much the person knows or accepts herself/himself. The research was intended to examine the causal model of academic engagement based on attitudes to education and future career and academic self-esteem by mediating of academic buoyancy in female Islamic Azad University students.

**Method:** The statistical population embraced all female students of Ahvaz Islamic Azad University in the academic year of 1398-99. The sample subsumed 299 female students whom were selected by convenient sampling procedure. The research was designed as descriptive of correlational type. To collect data Reeve "Academic Engagement Questionnaires" (2013), Attitudes to Education and Future Career Questionnaires of Hasanlu, Hassan Nejad & Khazaei Pool (2017), Academic Self-Steem Questionnaires of Nouri, Mirshah Jafari & Saadatmand (2015) and Samoelz "Academic Buoyancy Scale" (2004) were implemented. Path analysis method was applied to evaluate the proposed model.

**Results:** The results indicated that all the direct paths except the path of attitudes to education and future career to academic engagement were significant and the indirect paths via academic buoyancy to academic engagement were significant. The findings also showed that the proposed model had an optimum goodness of fit.

**Conclusions:** This can be deduced from the explanation of the present findings that students who engage in the academic activities have a lot of attention and commitment; because they value homework and activities related to the lessons. On the other hand, attitudes toward education and career prospects in students, especially female students, have a significant impact on their academic buoyancy and this factor will also affect the



academic engagement. Students may not prioritize issues that have no personal value to them; because they value doing homework or activities that lead to more learning and be able to use them in the future. Students show perseverance and effort when engaging in assignments or activities, even in the absence of an academic or career perspective; while obedient students only pay attention to homework and the level of such attention in them fluctuates and may decrease. Commitment is created only through personal meanings and values. Therefore, it can be said that academic buoyancy plays a good mediating role in the relationship between attitudes toward education and career prospects with academic engagement. Academic self-esteem is also related to academic engagement with the mediating role of academic buoyancy. In fact, academic self-esteem increases academic buoyancy and academic achievement; in this way, students who have come to understand the intrinsic value will develop more cognitive engagement and will be more motivated and more successful. As a result, students' academic self-esteem and academic identity are important and have a significant impact on their motivation for progress. Self-esteem and belief in their ability and competence and having a sense of self-efficacy as a variable, can affect the rate of academic engagement, homework and academic activities, selection of educational goals, the amount of effort and type of cognitive strategies used by students.

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