

# The Relationship Between Behavioral Engagement and Academic Performance

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## **Abstract**

This study aims to analyze the impact of behavioral engagement on the performance of students in economic profiles at the Faculty of Economics at the University of Tirana. From the target population of 1170 students, we managed to collect randomly data for the study from 196 students. Online questionnaires were used to collect data, which were distributed in the groups of the online teaching platform. The reliability of the research instrument was determined by the method of internal consistency using Cronbach's alpha and the reliability coefficient of 0.895 was obtained for the questionnaire.

Using Pearson's product correlation and regression analysis, we identified that there was a statistically significant positive mean correlation ( $r=0.456$ ,  $N=196$ ,  $p<.05$ ) between behavior engagement and academic achievement among students. We also identified that there was a significant difference between Bachelor and Master students as well as their current year of study. The coefficient for "Bachelor and first year of school" is negative and significant. This means that the more the age of students and their academic years increases, the less the influence of behavior on academic performance. Also, we identified that there are no significant differences between working and non-working students or their gender in this relationship.

Our results provide additional empirical evidence that is valuable for teachers, parents, peers, higher education institutions, and some pointers for policy making. If all the stakeholders, involved in the higher education system, will enable their decisions and actions to increase the engagement of the students' behavior, higher education could have a better performance.

**Keywords:** Achievement, Behavior, Higher Education, Student Engagement, Student Performance