

# Emotional, Behavioural and Cognitive Engagement, Self-Efficacy and Satisfaction of Primary School Students

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## Abstract

In recent times, the increase in the number of studies is noticed on the wellbeing of children with the goal of understanding and securing their healthy and happy growing-up. The conceptualization of school satisfaction is seen as a vital element that affects the happiness of children and subsequently contributes to their healthy functioning across various developmental domains. Regarding the time children spend in school, it is important to find out how satisfied they are with school, how assured they are in their own abilities and the extent of their cognitive, emotional and behavioral engagement. The aim of this research was to examine the extent to which demographic characteristics (age, gender and final grades), self-efficacy and cognitive, emotional and behavioural student engagement contribute to the explanation of students' school satisfaction. The research was implemented in two primary schools in Zagreb, Croatia. It involved 659 students from the fourth to the eighth grade of primary school (age range: 9 – 14). The results of the correlation analysis show that all the examined variables are moderately positively related. The implemented hierarchical regression analysis shows that the involved predictors explain 68.6% of the school satisfaction variance. Emotional engagement, student self-efficacy and cognitive and behavioural engagement were proven as significant predictors. Students' age has a lesser contribution, whereas gender and final grades have no significant predictive value.

**Keywords:** engagement; primary school; self-efficacy for self-regulated learning; school satisfaction; students