Abstract

The study of school engagement is currently a topic of great interest in psychoeducational research, since it offers a new vision of students development. The aim of this study is to analyze the relationship between perceived social support, general self-concept and school engagement. Participants were 1,250 students (49% boys; 51% girls) aged between 12 and 15 (M = 13.72, SD = 1.09), who were selected randomly for the sample group. The study tests a structural model for analyzing the effects of perceived social support and general self-concept on school engagement. The results provide evidence in favor of the influence of family and peer support on school engagement, through the mediating variable general self-concept. Support from teachers and family was found to have a direct influence on school engagement. The results are discussed within the framework of positive psychology, along with the implications for future research.

Keywords

Perceived support from teachers, perceived support from peers, perceived support from families, self-concept, school engagement.