

Engagement factors affect academic success through study approaches among physical education and sport university students: a mediation analysis		
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INTRODUCTION

Academic success remains a persistent issue for educators and scholars due to its intricate and multifaceted nature, which is shaped by a range of institutional, individual, and situational factors (Alyahyan & Düşteğör, 2020). University students should engage with the study and ensure they adopt productive study approaches, but the nature of relationships between engagement and study approaches are under-researched. The study aimed to investigate how the different factors of engagement (emotional, cognitive, and behavioral) affect academic success, both directly and indirectly through study approaches among physical education and sports university students.

To this end, we hypothesized the following:

H1: Engagement factors (emotional, cognitive and behavioral) directly affect academic success among physical education and sports university students.

H2: All engagement factors (emotional, cognitive and behavioral) indirectly affect academic success through study approaches among physical education and sports university students.

METHODS

Online forms were submitted by 488 students in physical education and sports (age range 19–25 years, Mean = 21 ± 1.5 year). They completed surveys regarding their academic engagement (Tannoubi et al., 2023), study approaches (Tannoubi et al., 2022), and grade point average (GPA). Analyses of associations were conducted through linear regression analysis and mediation analysis.

RESULTS

Results from the linear regression analysis showed correlations between academic engagement factors, study approach variables, and GPA, with higher GPA correlating with higher scores on behavioral engagement, cognitive engagement, surface theory task, and deep theory task, and with lower scores on surface practical tasks. The analysis of total and direct effects revealed positive associations between all academic engagement factors and GPA. Emotional engagement exhibited a positive association with GPA mediated by study approaches. All engagement dimensions appear to influence academic success among these students.

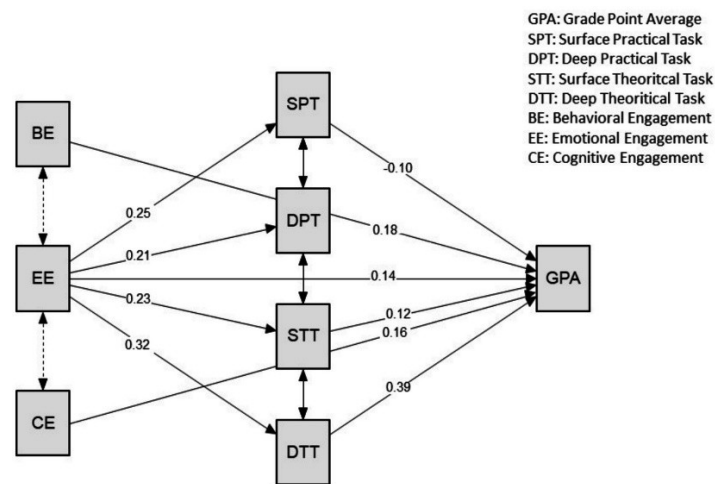


Figure 1. Path diagram of associations between academic engagement factors and grade point average mediated by study approaches.

DISCUSSION AND CONCLUSIONS

This study addresses a gap in the existing literature regarding engagement and approaches to studying as factors influencing the academic success of students within the context of physical education and sport. Furthermore, the findings have the potential to assist educators and institutions in focusing on their instructional approaches to align with students' patterns of engagement and preferred approaches to study, ultimately enhancing their academic success. The study also contributes to the field of educational psychology by elucidating the complex pathways that influence academic success.

The influence of emotional engagement on academic success appears in part to be operating through its effects on study approaches. The study can enable educators to monitor and enhancing student engagement, thereby supporting students in their pursuit of high academic performance in physical education and sport.

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