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TABLE 1   An outline of interpersonal and contextual components of three theoretical perspectives providing a framework for understanding student engagement

	INTRAPERSONAL COMPONENTS			CONTEXTUAL COMPONENT
	Affective engagement	Behavioral engagement	Cognitive engagement	Contexts
Social control theory (Hirschi, 1969)	**Social bonds with prosocial others protect against disengagement**	Involvement in prosocial activities prevents school misbehavior	Belief in the moral validity of school rules protects against disengagement	Highlights the role of proximal contexts: family members, teachers, and peers
Participation–identification model (Finn, 1989; Finn & Zimmer, 2012)	Sense of belonging reinforces participation	**Consistent participation reinforces identification with school and schooling outcomes**	Valuing school-related challenges and goals reinforces participation and schooling outcomes	In school context, emphasizes quality of instruction
Person–environment fit perspective (Eccles et al., 1991; Eccles & Roeser, 2011)	Fulfilled basic need of relatedness with others supports engagement with school	Participation results from fulfilled basic needs for autonomy, relatedness, and competence	When school values and personal values match, engagement with school is supported	**Highlights the role of proximal contexts: family members, teachers, and peers**

Virtanen, T. (2016). *Student engagement in Finnish lower secondary school*. Jyväskylä: University of Jyväskylä.

Note. The primary focus of each perspective is marked with bold.

Affective engagement

- experiences of warmth, bonding, connectedness, attachment, involvement, sense of school belonging, feelings of being accepted by teachers and classmates, and school membership, students' experiences of enjoyment and interest in school learning.

Behavioral engagement

- sustained behavioral involvement in learning activities, attentiveness, school compliance, effort, and persistence with schoolwork, school attendance, having necessary equipment for active classroom participation, and participation in extra-curricular activities

Cognitive engagement

- investment in learning, willingness to learn, setting personal educational goals, and valuing education, self-regulation, being strategic, mastery of academic material, desire for challenge.

Overarching themes in the studies reviewed

- Engagement as the main concept (focus on Tier 1, prevention, positive psychology)

- Longitudinal studies covering Grades 6 to 9 + first year in upper secondary education

- Two school transitions

- Development of engagement (links with disengagement from upper secondary education)

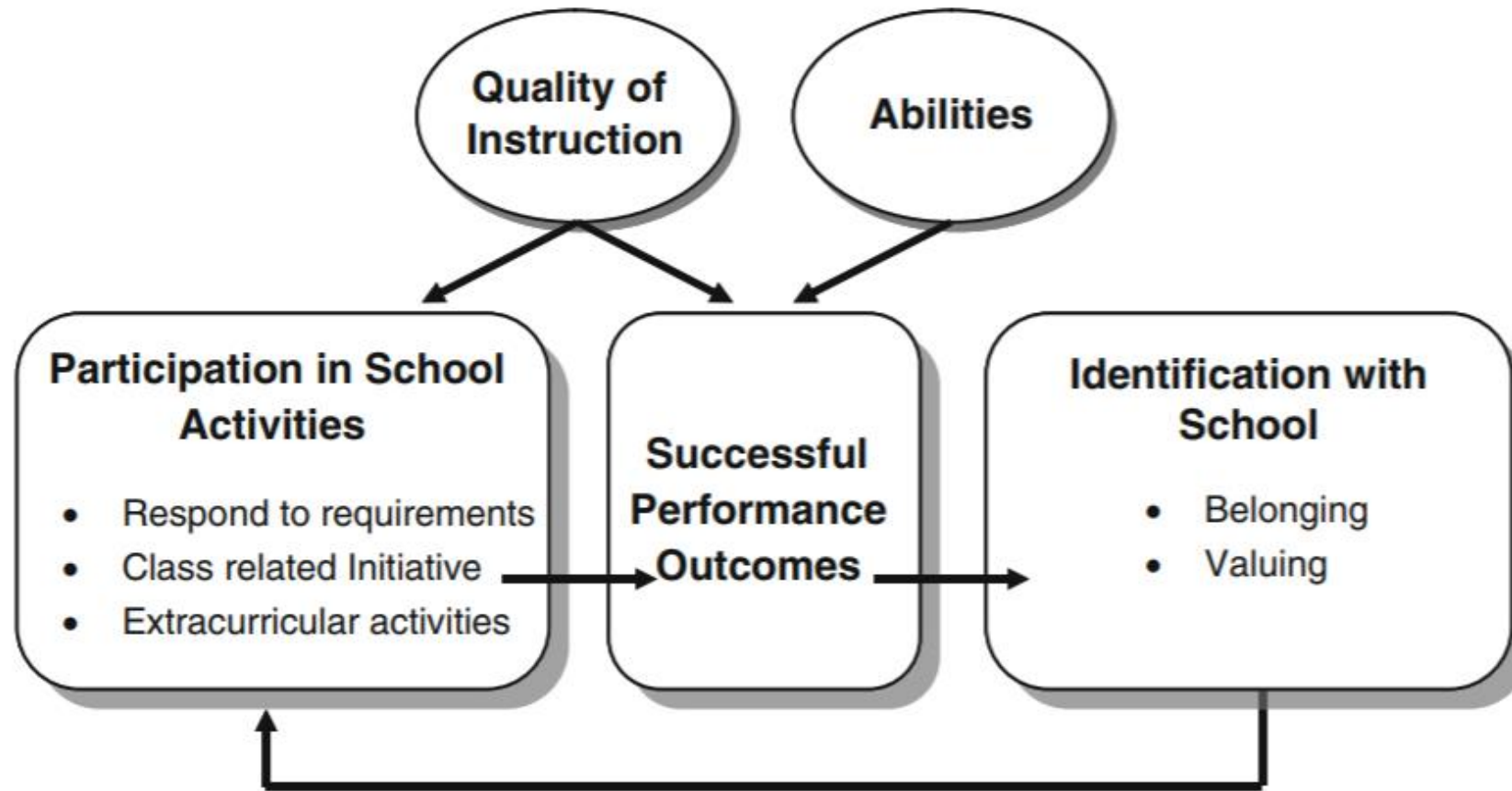- Data from student self-reports (The First Steps Study)

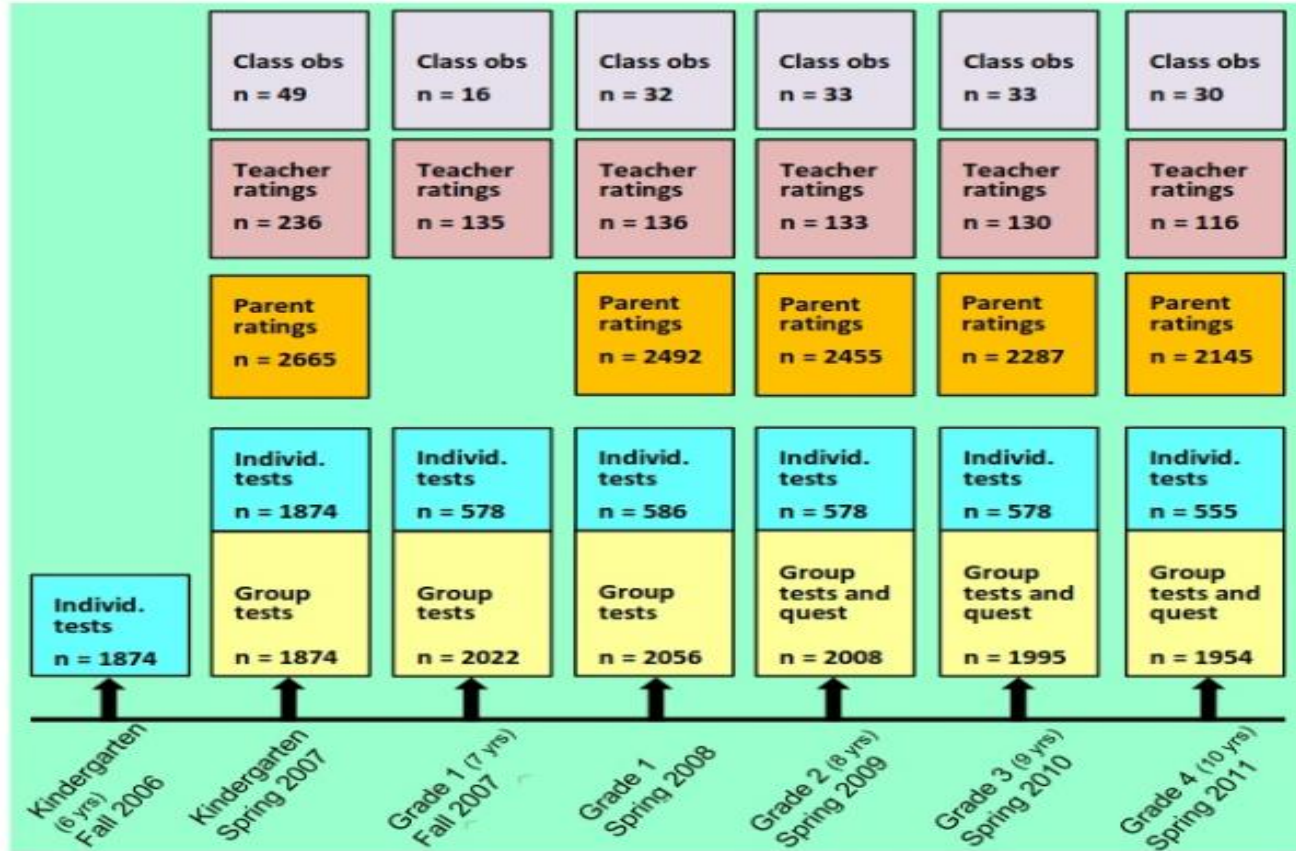**Fig. 5.1** Participation-identification model

From Finn & Zimmer (2012)

THE FIRST STEPS

Participants from four towns
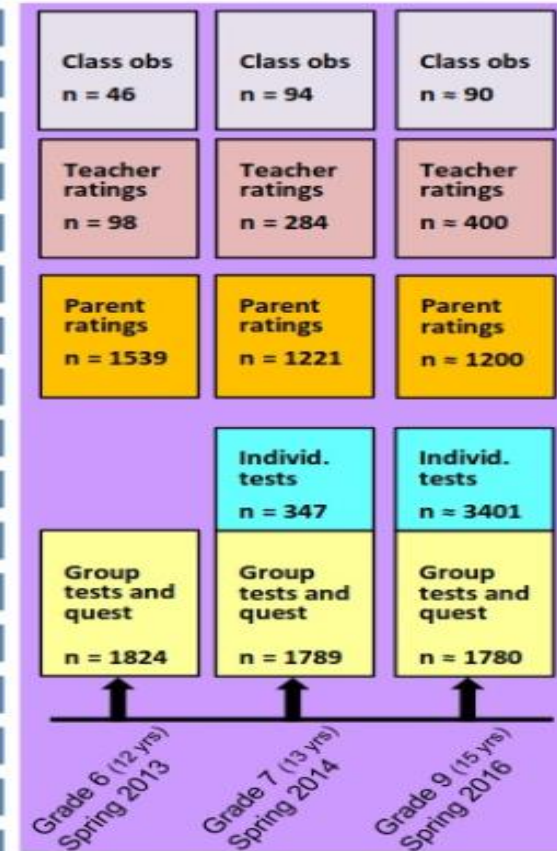(age cohort born year 2000,
in phase 3 their classmates also)

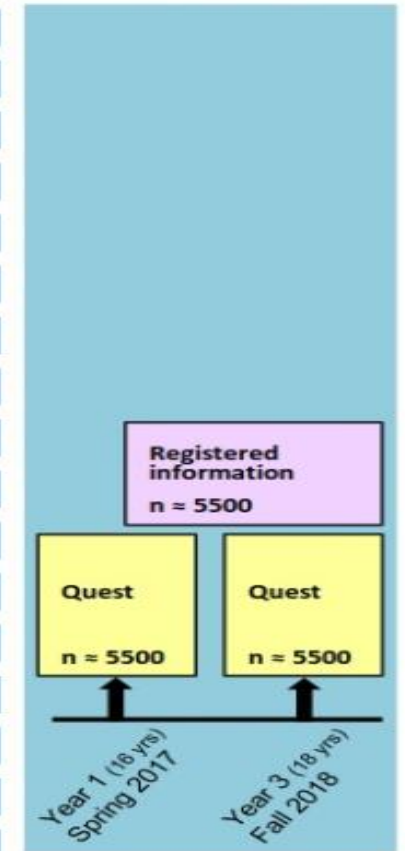**PHASE 1: 2006–2011**
→ Transition to primary school

PHASE 2: 2013–2016
→ Transition to lower secondary school

PHASE 3: 2016–2019
→ Transition to secondary education

	Class obs n = 49	Class obs n = 16	Class obs n = 32	Class obs n = 33	Class obs n = 33	Class obs n = 30	Class obs n = 46	Class obs n = 94	Class obs n = 90		
	Teacher ratings n = 236	Teacher ratings n = 135	Teacher ratings n = 136	Teacher ratings n = 133	Teacher ratings n = 130	Teacher ratings n = 116	Teacher ratings n = 98	Teacher ratings n = 284	Teacher ratings n = 400		
	Parent ratings n = 2665		Parent ratings n = 2492	Parent ratings n = 2455	Parent ratings n = 2287	Parent ratings n = 2145	Parent ratings n = 1539	Parent ratings n = 1221	Parent ratings n = 1200		
	Individ. tests n = 1874	Individ. tests n = 578	Individ. tests n = 586	Individ. tests n = 578	Individ. tests n = 578	Individ. tests n = 555		Individ. tests n = 347	Individ. tests n ≈ 3401		Registered information n ≈ 5500
Individ. tests n = 1874	Group tests n = 1874	Group tests n = 2022	Group tests n = 2056	Group tests and quest n = 2008	Group tests and quest n = 1995	Group tests and quest n = 1954	Group tests and quest n = 1824	Group tests and quest n = 1789	Group tests and quest n = 1780	Quest n ≈ 5500	Quest n ≈ 5500

Kindergarten (6 yrs) Fall 2006 · Kindergarten Spring 2007 · Grade 1 (7 yrs) Fall 2007 · Grade 1 Spring 2008 · Grade 2 (8 yrs) Spring 2009 · Grade 3 (9 yrs) Spring 2010 · Grade 4 (10 yrs) Spring 2011 · Grade 6 (12 yrs) Spring 2013 · Grade 7 (13 yrs) Spring 2014 · Grade 9 (15 yrs) Spring 2016 · Year 1 (16 yrs) Spring 2017 · Year 3 (18 yrs) Fall 2018

Main measures

Intentions to quit from upper secondary school (Alpha = .77)

1. Have you considered changing your school or field of study?

2. Have you considered quitting the current one?
   ➔ 5-point scale ranging from 1 (not at all) to 5 (very often)

Truancy from upper secondary school (Alpha = .83)

During the ongoing academic year, how many days have you been absent from school or workplace because of…?

1. Truancy

2. Going to school didn't interest me

   ➔ 4-point scale ranging from 1 (not at all) to 4 (more than 5 days)

Student engagement

1. Participation, the mean of 4 items (Alpha$_{G6, G7, G9}$ = .67, .70, .74): e.g., "I work very hard on my schoolwork", "I often come to class unprepared".

2. Belonging, the mean of 3 items (Alpha$_{G6, G7, G9}$ = .60, .67, .63): (Social) support from teachers, family, and peers. E.g., "My teachers are there for me when I need them", "My family/guardian(s) want me to keep trying when things are tough at school", "Other students here like me the way I am".

3. Future goals, (Alpha$_{G6, G7, G9}$ = .83, .86, .82). e.g., "Going to school after comprehensive school is important".

Summary

- Student engagement (participation and belonging) protects student from getting cynical toward school and subsequent intentions to quit and truancy from school

- It appears to act as a protective factor across school transitions (carry over effect)

- Participation, but not identification, predicts academic success across primary to elementary school transition

- Affective and behavioral engagement build on each other from Grade 6 to 9.

Critical points

1. How to keep all students engaged over time? (ESL/Dropping out of school is a process and student engagement is a protective factor)

2. "Them that has, gets". How to narrow the gap?

References

Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson, A. L. Reschly & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 97-131). New York: Springer.