

Title: Student Engagement: State of the Construct and Development of a German-language Instrument

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Abstract: Student Engagement is commonly considered a meta-construct, encompassing students' behavioural, cognitive and emotional reactions to school (Fredricks et al., 2004). Empirical work suggests that engagement is related to important student-outcomes, such as academic achievement (Wong et al., 2024) and dropout (Archambault et al., 2022). However, much of the available evidence is difficult to integrate (Boekaerts, 2016; Skinner & Raine, 2022), creating a barrier for new researchers entering the field. This is due to the diversity of utilized measurement instruments, which differ widely in the number of postulated engagement dimensions and their operational definitions (Wong & Liem, 2022).

Fredricks (2022) identified 13 recent scales, which are arguably representative of the theoretical differences permeating the literature at large. Based on a qualitative analysis of the items contained therein, a new measure is developed, which aims to avoid the most prevalent pitfalls. Pretest data is presented, examining the initial factorial structure and item-level statistics. Results are discussed in the context of current theoretical debates concerning the conceptualisation(s) of engagement.

Keywords: student engagement, scale development, theory

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