

School engagement as a mediator in the relationship between the dimensions of Covitality and school achievement

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Free Paper presented at the X Annual Congress of the Scientific Society of Psychology of Chile, organized by the Universidad de La Frontera, Campus Pucón, Chile, November 13-15, 2024.

Covitality integrates several interrelated traits and abilities, generating positive functioning in all areas of a person's life. A greater experience of covitality could lead to better school indicators, through increasing students' school engagement, however, this hypothesis needs to be contrasted through empirical evidence. The aim of the study was to estimate the mediating effect of school engagement on the relationship between the various dimensions of covitality and school achievement, by means of Path Analysis.

The sample was selected by convenience and was composed of 2769 adolescents (42.1% male, between 12 and 18 years old), belonging to different schools in three regions of the country (Metropolitan Region, V and VI Region). The specified model presented a good fit to the data (χ^2 (g)= 22.795 (4); $p < .01$) CFI = .995; TLI= .981; SRMR= .014; RMSEA = .045, 90% CI [.029 - .062]). According to the regression coefficients obtained, school engagement significantly predicts school achievement ($\beta = .30$; $p < .1$). All dimensions of covitality presented a positive effect on school engagement, in addition to finding indirect positive effects on students' school achievement: emotional competencies ($\beta = .020$; $p < 0.1$), belief in others ($\beta = .018$; $p < 0.1$), belief in self ($\beta = .016$; $p < 0.1$), and life engagement ($\beta = .014$; $p < 0.1$). The implications of this result for the teaching-learning process are discussed.

Keywords: Covitality, school achievement, school engagement.

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² The support of Fondecyt Regular, Project No. 1231271, "School engagement as a mediator of the relationship between socioemotional skills, school climate and school achievement: A multilevel path analysis" is acknowledged.