

## **Behavioral and emotional engagement and disaffection.**

Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic?. *Journal of educational psychology, 100*(4), 765.

27 Items

4 Dimensions

### **Behavioral Engagement**

1. I try hard to do well in school.
2. In class, I work as hard as I can.
3. When I'm in class, I participate in class discussions.
4. I pay attention in class.
5. When I'm in class, I listen very carefully.

### **Emotional Engagement**

1. When I'm in class, I feel good.
2. When we work on something in class, I feel interested.
3. Class is fun.
4. I enjoy learning new things in class.
5. When we work on something in class, I get involved.

### **Behavioral Disaffection**

1. When I'm in class, I just act like I'm working. (-)
2. I don't try very hard at school. (-)
3. In class, I do just enough to get by. (-)
4. When I'm in class, I think about other things. (-)
5. When I'm in class, my mind wanders. (-)

### **Emotional Disaffection**

1. a. When we work on something in class, I feel bored. (-)  
b. When I'm doing work in class, I feel bored. (-)  
c. When my teacher first explains new material, I feel bored. (-)
2. a. When I'm in class, I feel worried. (-)  
b. When we start something new in class, I feel nervous. (-)  
c. When I get stuck on a problem, I feel worried. (-)
3. When we work on something in class, I feel discouraged. (-)
4. Class is not all that fun for me. (-)
5. a. When I'm in class, I feel bad. (-)  
b. When I'm working on my classwork, I feel mad. (-)  
c. When I get stuck on a problem, it really bothers me. (-)  
d. When I can't answer a question, I feel frustrated. (-)

Cronbachs  $\alpha$ :

Behavioral engagement (.71 - .72).

Behavioral disaffection (.65 - .70).

Emotional engagement (.83 - .84).

Emotional disaffection (.84 - .84)

4-Likert Scale (1 (not at all true for me/this student) to 4 (very true for me/ this student))