Modeling the Causal Relationships between some Cognitive and Affective Variables and Academic Achievement among Preparatory School Students

Abstract

The current study aimed at examining the psychometric properties of School Attitude Assesment Survey – Revised (SAAS-R) scale and examining the factorial structure of this scale among preparatory school students. In addition, the study aimed at examining the validity of the scale to discriminate between overachiever and underachiever students. . Besides, It aimed at knowing the direct and indirect effects between the variables of the study(Attitudes toward teachers- Attitudes toward school- Aim value- Motivation – Academic self concept) through structural equating modeling (SEM) and modeling the causal relationships between independent variables and dependent variable(Academic achievement) of the sample of the study.

The participants of the pilot study consisted of (١٣٤٤) preparatory school students , and the main study sample included (٣٩٢) students.

The research results indicated that there are statistically significant differences between means of scores of overachievers , normal and underachievers in the five factors of the scale (Attitudes toward teachers- Attitudes toward school- Aim value- Motivation – Academic self concept) in favor of overachievers . This indicated that the scale discriminated between overachievers and underachievers of preparatory school students. In addition , the results indicated that there are direct and indirect effects between the variables of the study(Attitudes toward teachers- Attitudes toward school- Aim value- Motivation – Academic self concept and Academic Achievement) through structural equating modeling . Moreover, the causal model explained ٣٤% of the total variance of academic achievement .

Key Words :- **Attitudes toward teachers - Attitudes toward school - Aim value - Motivation – Academic self concept - Academic Achievement - Structural Equating Modeling (SEM).**