ABSTRACT

The concept of engagement can be commonly found in educational literature – mostly in its negative form (pupils are not engaged). Therefore, we focused on the examination of pupils´engagement in mathematics. Using the questionnaire survey in two classes (9^{th} grade) of primary school, we were mapping long-term motivational charakteristics of pupils and their situational motivation before and after perfoming mathematical task. What we were interested in was which motivational variables are related to pupils´engagement by task and whether their engagement has changed before and after performing the task. We tested the links among the engagement by task and cognitive motivation, achievement motivation, flow experience, taste to perform the task, activity in the task and the importance and popularity of mathematics.

Our results suggest, that the pupils´ engagement does not change during the task. Major part of our hypothesis related to the links among engagement and selected motivational variables was not proved. Research has only revealed the links among the engagement, the taste to perform the task, positive school achievement motivation and the importance of mathematics. Our results do not show that the engagement in mathematics has links to the indicators of quality of work (pupils, who were engaged by task, were not better in performing the task, were not more active and did not have higher flow motivation). The engagement in mathematics is probably connected with positive emotional experience while working on a task. However, the engagement by task in mathematics is probably not sufficient for performing the task with success. Our research confirmed typical motivational constellation of successful and unsuccessful pupils in the task and in mathematics. However, these findings need to be confirmed in larger research.