**Title:**: the prediction of academic engagement among secondary stage students through perceived academic atmosphere and emotional intelligence

**Summary**

The present research aimed at the theoretical rooting of the academic engagement phenomenon, which did not receive enough research and study in Arabic context (to the best of the researcher). Also, the research aimed at predicting of the different types of academic engagement (behavioral, emotional, cognitive) among secondary stage students through their perceptions of school atmosphere according to Brand et al.’s perception: (teacher’s help and support to his students, friends and partners’ help and support to each other, belonging and loyalty to school, support feeling of independence, clarity and consistency of school rules), and their emotional intelligence degree according to Gulman’s model (self-aware, emotions management, motivation, sympathy, social skills). The sample of the study comprised (315) secondary stage students. The researcher identified the present research variables depending on: teenager perception of school atmosphere scale (prepared by Brand, et al., 2003, translated by the researcher, emotional intelligence scale (prepared by Tinio, 2009, translated by the researcher). The results showed that perceived school atmosphere with its different dimensions and the emotional intelligence with its components contribute to a large extent in cognitive engagement of secondary stage students, this percent reached (36,6%), then behavioral engagement (19,8%), emotional engagement (16,7%). The research introduced some recommendations for those who are responsible for the educational process and parents to enhance the degree of academic engagement among students.