



Study of Students' Engagement in relationship to Academic performances of Professional College Students

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Abstract: It is often acknowledged that one measure of development is education. One of the primary goals of education is to create skilled manpower that can take over the obstacles in the way of development. The National Policy on Education (NPE, 2020) states that education is viewed as an excellent tool intended to advance a country's political, social, cultural, technological, and economic development. The dynamic nature of student participation is contingent upon numerous elements that fall within and outside the purview of the institution. Most people agree that one of the finest indicators of learning and personal growth is student involvement. According to researchers, involvement among university students is below expectations. Students' disengagement from learning has an impact on both society and the individual. Failure to achieve success in academic work is one of the costs. Although there is a large amount of research examining the differences in academic achievement between school sectors, less is known about the cross-sectoral variations in other areas of student participation. The present study aims to evaluate connection between professional college students' academic achievement and their level of student engagement.

Keywords: Education, trained human resource, Student engagement, Academic performance and Professional College Students

Introduction: Education is viewed as a weapon that can be utilized to elevate people's social position, eradicate illiteracy, and establish a nation. To achieve the goals of the National Policy on Education 2020 and achieve the widespread literacy that the Indian government advocates, it should be as simple as possible. Students retire to their rooms to continue their independent studies after school. In order for the students' personal education to have any significance, they must possess the necessary skills to manage their education. Teachers must consequently impart to their students the meta-cognitive abilities that have been demonstrated to help students control their learning.

Willms (2003) states that there are prevalent viewpoints and debates on the connection between engagement of students and their academic achievement. Academic Achievement is influenced by engagement, thus when kids lose interest in their schoolwork, their academic performance suffers. Conversely, when children struggle academically, they become disengaged from school and stop participating in extracurricular activities. It's also possible



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that the causal relationship between academic success and involvement is influenced by factors including teaching style, family, school context, and academic ability.

Students' Engagement: Engagement levels among students are seen to be among the best indicators of learning and growth. It is typically considered among the best indicators of growth and learning on the individual level. It can be defined as strength from claiming students the long run in terms of task and their preparedness to participate in earlier activities. Because it benefits students, colleges, and education partners, student participation is essential to education. As more schools adopt more effective strategies, it is expected that the level of student participation will increase in the future. Students get the resources they need from it to excel in the job and continue their studies. According to experts, student engagement enhances communication skills, boosts accountability, instils true ownership values, and strengthens negotiating abilities. Students that are actively involved develop closer relationships with teachers, staff, and other students as well as with their classmates. Consequently, it enhances students' character and fortifies their capacity to effect change.

Engagement can be defined as effort level that is devoted by the student towards learning activities that in turn lead him to set objectives. Furthermore, those can be the stages where students are engrossed in their educational activities. Participation is also favorably associated with a wide range of desired outcomes, such as persistence and secondary grades. Engagement is characterized by many investigations. Regarding motivation, effort, interest and time spent on the assignment, it is recommended that a fundamental relationship exists between these factors.

Students' involvement is defined as exemplifying a certain condition that arises when a student enjoys a difficult, although serious assignment to those institutions regarding aptitudes should satisfy industry requirements. The extents regarding cognition, emotion, conduct method, and agentic may be costly to acquire, with each variable emphasizing distinct but related aspects of the learning transformation. Meaningful participation in the learning environment is referred to as student engagement. The best way to conceptualize it is as a bond connecting the learner and the curriculum, peers, teachers and the school.

Involvement or engagement of students is one of the main concepts that uses comprehension of students' behaviour during teaching-learning process. Gaining insight into how students behave in academic settings might help one better understand how instruction and academic procedures are carried out there. As a result, it will prove very useful tool for academicians to create educational strategies to improve the learning. One benefit of the student engagement data is that it sheds light on what the students are really doing. The information is more important for the administration of educational institutions, students, and curricula. Institutions are better able to make decisions about student activities based on more objective evidence than working from assumptions or incomplete anecdotal accounts. Institutions should become more attentive to the educational demands of their students and



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increase their marketing and recruitment efforts with the use of data regarding student activities. Institutions cannot advance past the point of taking student activities for granted until they have precise and trustworthy data about what students are really doing.

There are three aspects to student engagement: cognitive, emotional, and behavioral. Behavioural engagement of students refers to involvement of students in academic and recreational whereas emotional engagement of students refer to their positive or negative responses to their teachers, friends and peer group.

Behavioural Engagement: According to Fredericks et al. (2004), behavioural engagement consists of three essential elements: the involvement of students in social and academic activities, the promotion of direct involvement in education, and the investment made in school-related behaviors. It entails abstaining from problematic behaviors, acting appropriately, attending class and adhering to rules, participating in class, focusing on the task at hand, trying, being consistent, adding to class discussions, asking questions, finishing homework, and making extra effort in learning related to the classroom.

Emotional Engagement: The well-being and character of students, as well as their feelings on their interactions with academics, the workforce, other students, resources, and associations, are all components of emotional involvement. Students express their feelings in the classroom when they are anxious or exhausted, joyful or depressed, or satisfied. How someone feels about a place and its professors conveys both their positive and negative feelings about them. Depending on how they are feeling about the task and how they feel about other people at school, such as their peers and teachers, students' feelings might range from like or not liking an assignment or school to being exhausted, joyful, or ashamed. When individuals at school embrace, incorporate, respect, and cherish the opinions others have of them, it gives them a sagacity of belongingness. When students are emotionally attached to the task, they may exhibit affective responses such as curiosity, joy, and a sense of community.

Cognitive Engagement: According to Fredericks et al. (2004), cognitive engagement consists of two distinct but equally significant components: psychological and mental. The mental component consists of self-managed learning motivational goals that support students in thinking, feeling, and paying attention in order to attempt challenging abilities and feel complex emotions. The psychological component primarily focuses on students' enthusiasm for and enjoyment of studying. The cognitive component consists of meta-perception, applying learning strategies, learning on your own, and applying strategic thinking to your studies and work. Making, choosing, examining, analyzing, summarizing, outlining, searching for, and interpreting what you read are all included.

Academic performance: One's degree of achievement serves as a gauge for success in achieving their own goals and objectives. Individuals differ in their accomplishment levels, and no two are exactly the same. It is something that inspires determine success as opposed to just one aspect acting alone. When assessing self-assurance in one's abilities. We can also say



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that multiple factors work together to someone's likelihood of success in life, it is crucial to take a variety of factors into account. Academic performance, which is typically assessed through standardized test and presented as a grade or number depending on students' performance is described as capacity to learn new information or the degree of proficiency in school assignments. It is the skills or knowledge acquired in academic subjects, which are frequently evaluated by teachers and expressed in test scores or grades. It shows the degree of learning outcomes achievement attained by the students. Learning can occur in a classroom setting because students are encouraged to reach their full potential.

Review of Related studies:

Meseret G. and Ananada R. (2022) define engagement as essentially a motivational, positive, gratifying, affective, and positive condition. According to the author, engagement is the complete opposite of burnout. An all-women deemed university's postgraduate management students participated in a study conducted by Gunuc S. in 2019. The main aim of the research was to find out the students' levels of participation as well as any potential determinants of engagement. Six different dimensions were identified and used to gauge the level of engagement. It was discovered that while some dimensions, such as the assiduous quest of learning, interaction with faculty, obligation towards organization and assimilation with learning activities, were moderately low, the level of engagement among the students was noticed very high. In a private university, Roberts, J., & McNeese, M. (2021) assessed MBA students' attachment to the school as well as their cognitive, affective, and behavioral involvement with their studies. For this particular study, the authors experimentally derived five aspects of student involvement: participation in class, institutional engagement, diligence, absorption, and dedication. To identify the potential predictors of involvement, two elements were considered: situational factors and personal traits. Students' self-efficacy was determined to be strong since they expressed satisfaction with the professors, library, classrooms, and other academic facilities. They weren't as happy with their interactions with the instructors outside of class, though. Students' levels of engagement were found to be very high when it came to their participation in class and their diligence in their studies, but this survey also revealed that their institutional attachment was the lowest. The study indicated that there is a great deal of room for schools to increase student involvement. The impact of student engagement on educationally meaningful activities specifically, academic achievement and persistence from diverse racial and ethnic backgrounds, which are two important outcomes in a college was examined by Kuh et al. (2019). It was discovered that student participation in learning-focused activities improved students' grades and perseverance.

Research Gap: The researcher chose the issue for the current study because the study's subject student engagement in connection to academic performance has not received much attention from researchers in India or elsewhere. Studies conducted in India are still in their early phases, but one aspect that has been emphasized is student engagement. Even if scholars in western



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nations have made sufficient progress in this area, much remains unsaid about how to achieve the goals. While foreign scholars have conducted substantial research in these areas at both the school and higher education levels, little work has been done in India to explore the optimum aspects of student engagement for Indian management institutions. The vast bulk of international research on student engagement helped to demonstrate a strong positive correlation between student engagement and academic success. This beneficial relationship has not yet been investigated in India with regard to professional institutions. The majority of studies carried out in India have focused on issues such as poor academic performance, low retention, professional graduates' low employability, and high-quality education; nevertheless, the significance of student engagement has been overlooked. Overall, there is a clear and significant vacuum in the Indian research literature about the lack of comprehensive studies on student engagement.

Significance of the Study: The literature on student engagement that was previously covered made clear that both at the college and school levels, the subject had been examined from a variety of angles and in specific areas. The determinants of student involvement were stated in the student feedback, which would help the institutions identify the causes behind the students' disengagement. As a result, the institutions stand to gain in multiple ways. Developing a number of ad hoc policies and initiatives will also assist students become more engaged. It will support the employment of more teaching techniques that are child centered by the faculty members, giving students greater chances to participate fully in the learning environment. Students will be inspired to explore original ideas and become engaged in their studies by this study.

Research Methodology

Design of Research Descriptive-correlational research was utilized in the study to characterize and ascertain the connection between academic achievement and student engagement.

Sample: Purposive sampling was the method employed by the researcher. Three hundred students enrolled in education colleges affiliated to M.D. University served as the study's sampling unit.

Tools Data on the respondents' degree of participation and the variables influencing it were gathered using a questionnaire created by the teachers. The respondents' academic achievement was assessed using the General Weighted Average during a two-semester period.

Procedure The College of Education principal gave the researcher permission to distribute the surveys to the students.

Data Analysis: Data was analysed by using frequency, Mean, Pearson's moment correlation. Analysis

Table 1 Showing the level of Behavioural Engagement

Indicator	Frequency				M	QI
	1	2	3	4		



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Contribute to class discussion and asked questions	4	78	159	6	2.9	H
Raising hand in class	25	180	64	30	2.32	L
Participating in small group discussion	30	133	104	34	2.45	L
Does all HW problems	11	111	113	66	2.76	H
Regular in class	0	57	145	99	3.12	H
Take notes in class	0	63	149	89	3.06	H
Attains good grades	0	21	72	206	3.06	VH
Stay up on reading	3	44	121	133	3.26	H
Received timely written or verbal criticism on your academic achievement from the teachers	0	32	176	93	3.19	H
Comes to class with incomplete assignments	0	46	190	65	3.04	H
Regular at studies	0	106	142	52	2.8	H
Doing well on test	7	63	148	82	3.01	H
Average					2.96	H

Table 2 Showing the level of Cognitive Engagement

Indicator	Frequency				M	QI
	1	2	3	4		
Made presentations	1	74	149	76	2.98	H
Prepared two or more assignment before turning it in	8	92	143	56	2.81	H
Work on the assignments that require ideas and information from earlier source	0	29	131	140	3.38	VH
Uses ideas from different sources to complete the assignments	17	110	108	65	2.72	H
Used mobile or laptop to complete assigned tasks	1	60	83	155	2.33	L
Make use of idea from outside and discuss with students	52	141	75	33	2.29	L
Putting forth efforts	30	172	58	28	2.31	L
Used whatsapp or other apps to communicate with teacher	70	155	56	20	2.08	L
Assignments and grades are discussed by the teacher	5	82	159	53	2.84	L
Hardworking to meet out the expectations of the teacher	11	114	113	62	2.75	L
Makes discussion outside the class from readings	59	175	149	18	2.8	L
Goes to staff room ask questions and review the assignment etc.	9	154	103	32	2.52	H



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Think about the course between class meetings and discussion	1	70	144	83	3.02	H
Finding way to discuss about the mode and means to make the course interesting	2	48	152	99	3.14	H
Take over the notes and checks for understanding	0	41	148	112	3.22	H
Apply the material to normal life	0	35	149	117	3.29	H
Finds ways and means to add relevancy to course for life	0	44	150	107	3.19	H
Average					2.80	H

Table 3 Showing the level of Emotional Engagement

Indicator	Frequency				M	QI
	1	2	3	4		
Includes varied perception to write assignments and class discussions	6	76	118	95	3.01	H
Associates with fellow students to complete the task	22	86	115	73	2.7	H
Associates with fellow students to complete the assignments	15	92	113	75	2.83	H
Help other students in academics	50	146	67	37	2.30	L
Participates in community work	31	146	76	48	2.46	L
Talks to students who are different in political, social or religious beliefs	91	143	47	19	1.98	L
Craves for learning	52	140	86	22	2.25	L
Confident to learn and perform better	11	117	99	74	2.77	H
Enjoys or has fun in class	0	29	159	112	3.28	H
Collaborates with staff in activities in addition to course work	0	54	145	101	3.13	H
Discussion about the career plan with the faculty	2	58	130	110	3.14	H
Average					2.71	H

Table 4 Showing Level of Student Engagement

Engagement Dimensions	M	Interpretation
Behavioural	2.96	High
Cognitive	2.80	High
Emotional	2.71	High
Average	2.82	High



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Table 5 Showing Academic Performance of Student

Dimensions	M	Interpretation
Academic Performance	1.834	Very good

Table 6 Showing correlation between engagement and academic performance

		Academic performance
Engagement	P.Corr	1.66*sig. at 0.01
	Sig (2 Tailed)	0.004

Findings and Discussion: The study's conclusions showed that students' general levels of involvement were high (M2.82). Out of the three dimensions, the mean for behavioral involvement was the highest at 2.96, followed by the mean for cognitive engagement at 2.80, and the mean for emotional engagement at 2.713. The study discovered a positive correlation between the academic performance of the students and the three categories of student engagement behavioral, emotional, and cognitive. It is possible to draw the conclusion that student academic engagement is a reliable indicator of student's success in academic area and that high level of engagement students' performed better academically.

Conclusion: For students to have the best opportunity to engage with the institution there needs to be close coordination between the teacher and the institution. It is also concluded that increase in the students' engagement will be more if they are provided with relevant learning activities.

Recommendations: After carefully examining the data and considering the study's findings, the researcher suggests that faculty members employ more student-centered teaching techniques. With the help of these tactics, students ought to be able to participate as much as possible in the teaching and learning process. The organization ought to buy new editions of reference books and textbooks to enhance library services. Because there is a wealth of helpful information on the internet that can inspire students to get engaged in their studies and generate original ideas, internet services should also be upgraded. Follow u study with more criteria on student engagement and variables on the elements influencing engagement should be carried out by the faculty members.

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