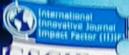
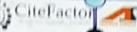
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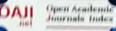




















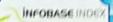
































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Student Engagement of Teacher Trainers Pitrstring E.E.A. Viogrammit

Abstract

Student engagement has been used to describe a variety of student behavior for five year forty years. Available literature on student engagement shows that student engagement constitutes 'the amount of time and effort' that a student investe time educational activities which directly lead to desired outcomes. This paper is an attempt to analyte five proportion of subjects falling into high, average and lem levels of student engagement. It also tests the significance in the difference existing between the categories of subnamples in each level of student engagement such as high, average and lem levels,

Associate Professor, pepartment of Education, Department of Kerala, Kasaragod, Kerala uction engagement has been used to describe a Student behavior for the past form Student engagement behavior for the past forty years, of student on student engagement shows of student constitutes 'the of student on student engagement shows that the engagement constitutes the amount of time that the engagement invests into arien literature constitutes the amount of time and and engagement invests into educational actually, that a student desired outcomes and actually that a student desired outcomes actually that a studen harian engagement constitutes the amount of time and under that a student invests into educational activities when that a student to desired outcomes (Kuh, 2001) and the directly lead to desired outcomes (Kuh, 2001). policy, that a structure desired outcomes (Kuh, 2001). This shich directly lead to desired from the views of hich directly ican be strengthened from the views of various porcept can be studied student engagement in pocept can be studied student engagement in depth.

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engagement". What does the Literature says?

Available literature on student engagement shows that student engagement constitutes 'the amount of time and effort' that a student invests into educational activities which directly lead to desired outcomes (Kuh, 2001). This concept can be strengthened from the views of various researchers who studied Student engagement in depth. According to Hu and Kuh (2002), "Student engagement is the most important factor in student learning and personal development during college". Astin (1984) states that

Student engagement as "the degree to which students are involved in school related activities by the investments of physical and psychological energy in various objects. According to Skinner and Belmont (1993), "Sendent engagement is the intensity and quality of behavioral and emotional involvement during learning activities". Koliv (2001, 2009) states that "Student engagement is the amount of time and effort students invest in academic activities related to student learning outcomes".

Cross sectional researches gives a frame of modes dimensional construct or meta-construct to student engagement. But longitudinal approaches give a slightly different frame. Cross sectional studies theorizes student engagement as a stable set of constructs which can be used to predict both proximal as well as distal outcomes. Longitudinal studies consider engagement as a dynamic synergistic process (Peck et al., 2008). These studies are based on the concepts that the Student engagement reflects a complex set of interactions and transactions with their social environment. So student engagement is not only represents a phenomenon that occurs within students, it is also posited to result from an array of social forces that exist both between and within students' soxial worlds (Roeser & Peck 2003). Synergistic theories of student engagement can be linked to the participations identification frustration/self-esteem and highlighted in the work of Jeremy Finn (1989). According Finn (1989), "Student engagement is often fundamentally shaped by student's early school experiences. Students who develop positive outlooks toward school tend to participate more in school activities. School success is thought to be a predictable consequence of this intersection between positive school-related dispositions and high levels of student participation in school".

Kuh (2009) has summarized the history of foundation of student engagement as follows:

- Time on Task
- Quality of Effort
- Student Involvement

Social, Academic Integration

Good Practices in Undergraduate Education

Student Engagement

Journal DOI: 10.22183/23501081

student consider researches engagement as a multidimensional construct involving and emotional components (Fredricks, Blumenfeld & Paris, 2004; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006; Skinner & Belmont, 1993).

Following are the theories of Student Engagement.

Quality of Effort Theory (Pace, 1979)

2. Astin's Student Involvement Theory (Astin, 1985)

3. Tinto's Student Involvement Theory (Tinto, 1993)

Input-Environment - Output Theory (Astin, 1977)

Student engagement theory (Harlow et al, 2011)

All these theories form the base for student engagement. The 'quality of effort theory' by Pace (1979) explains how student engagement influences the academic development of the students. Astin's student involvement theory (1985) describes the assumptions of student engagement. Other theories such as Tinto's Student Involvement Theory (Tinto, 1993), Input-Environment Output Theory (Astin, 1977) and Student Engagement Theory (Harlow et al, 2011) talks about the factors influencing the student engagement such as environmental factors and personal factors.

Sample: The data was collected from 1601 students pursuing B.Ed. in various colleges in Kerala State.

Description of the Tool

'Student Engagement Scale' developed and standardized by Sreelatha and Amuth G. Kumar (2015). There were 58 items in the tool. It was found that the reliability value of Cronbach's Alpha was 0.850 and that of Guttman Split-half Coefficient was 0.875 and that of Guttman Split-half coefficient was 0.903. Proportion Analysis was carried out for the Student Engagement for total sample and subsamples. For the total sample proportion Analysis was done to identify the proportions of Students falling in High, Average and Low groups and the significance in difference between the proportions also were calculated. Following which Proportion Analysis was done for the subsamples based on Gender, Marital Status, Age, and Type of Management. The significance in the difference existing between the categories of subsamples in each level of student engagement such as High, Average and Low are then calculated and interpreted.

Results

Table 1: Proportions of Subjects Falling in to High, Average and Low Levels of Student Engagement for Total

	Н	ligh	Ave	erage	I	ow	То	tal
Student Engageme	N	%	N	%	N	%	N	%
nt	28 9	18.0	109 0	68.0 8	22 2	13.8	160 1	10

Table 1 shows that 18.05% of students are falled Table 1 shows of students are fell and the high group, 68,08% of students falling and 13,87% of students falling under high group and 13.87% of students falling average group and ton the scores of student engagements average group and scores of student engagement Tuble 1.11 Proportions of Subjects based on h

,,	ligh		TAYE	Critical
NI	PI	N2	P2	Ratio
289	18.05	1090	68.08	28.587
	NI	NI PI	N1 P1 N2	NI PI N2 P2

From 128,587 (p=0.0001) significant at 0.5 average group is 2015.

Thus there is significant difference in proportion is a significant difference in proportion is a significant difference in proportion in the significant difference in proportion is a significant difference in proportion in the significant difference in proportion is a significant difference in proportion in the significant difference in proportion is a significant difference in proportion in the significant difference in proportion is a significant difference in proportion in the significant difference in proportion is a significant difference in proportion in the significant difference in proportion is a significant difference in proportion in the significant difference in proportion is a significant difference in proportion in the significant difference in the significant differ these two categories of students.

Table 1.2: Proportions of Subjects based on History Levels of Student Engagement Levels of Student Engagement

H	ligh	1	,ow	Critical
NI	Pi	N2	P2	Ratio
289	18.05	222	13.87	3.233*
	NI	2000	NI PI N2	N1 P1 N2 P2

From Table 1.2, the criti group is 3.233 (p=0.0006) significant at 0.05 level group is 3.237 the difference in proportion between there is significant difference in proportion between the condents. two categories of students.

Table 1.3: Proportions of Subjects based on Average Table 1.3: Proportions of Student Engagement Low Levels of Student Engagement

	Ave	rage	1	,ow	Critical	1
Student	N1	PI	N2	P2	Ratio	2
Engagement	1090	68.08	222	13.87	31.191*	0

From Table-1.3, the critical ratio of average as low group is 31.191 (p=0.0001) significant at 0.05 Thus there is significant difference in proportion beau these two categories of students.

Table 2: Proportion of Subjects Falling in to High Average and Low Levels of Student Engagement (Basel on Gender)

on Ger	nder)				
Male			Female		
N	%	N	%		
19	15.08	270	18.31	289	
88	69.84	1002	67.93	109	
19	15.08	203	13.76	222	
126	100	1475	100	160	
	N 19 88 19	N % 19 15.08 88 69.84 19 15.08	Male Fer N % N 19 15.08 270 88 69.84 1002 19 15.08 203	Male Female N % N % 19 15.08 270 18.31 88 69.84 1002 67.93 19 15.08 203 13.76	

From Table-2, it can be inferred that 15.08% if male and 18.31% of female from the total sample have high level of student engagement. The average group had Michol: 10.2210 Bi-Annual Journal in Education ng Reviewed & Peer Reviewed

and 67.93 % of female. In the lower group of male and 13.76 % of female are there.

of male and 13.76 % of female. In the low of male and 13.76 % of female are there; one-tailed test of significant further, proportions (ind. of male and one-tailed test of significance further, proportions (independent grant and proportions) Further, proportions (independent groups) was whether the difference between the was the know of male and female in each level (high, average low) is significant. The results are given in the below

Result of Test of Significance of Difference n Proportions based on Gender

en A	fale	Fer	nale	Critical	
N1	P1	N2	P2	Ratio	p- value
19	15.08	270	18.31	0.904	0.183
88	69.84	1002	67.93	Con-	0.3296
19	15.08	203	13.76	0.41	0.3409
	N1 19 88	19 15.08 88 69.84	N1 P1 N2 19 15.08 270 88 69.84 1002	N1 P1 N2 P2 19 15.08 270 18.31 88 69.84 1002 67.93	N1 P1 N2 P2 Ratio 19 15.08 270 18.31 0.904 88 69.84 1002 67.93 0.441

From the high group is 0.904 and its p-value is 0.183. and in the figure group the critical ratio is 0.441 with a portion (0.3296). The critical ratio and p-value of law or the average growth and possible and possible are of 0.3296. The critical ratio and possible of low group and 0.3409 respectively. None of the residue of low group of 0.3290. None of the values are and 0.05 level. It means that the difference in the and and females in the high, average and low group is not significant.

low group is proportion of Subjects Falling in to High, Table 3: Proportion of Student Engage Table 3: Property Levels of Student Engagement (Based on Marital Status)

Levels of Student	Ma	rried	Unn	Total	
Levels of	N	%	N	%	
High	144	20.03	145	16.44	289
Average	487	67.73	603	68.37	1090
Low	88	12.24	134	15.19	222
Total	718	100	882	100	1601

From Table-3, the 20.03% are married students and 16.44% are unmarried in the group with high level of and 10.777 married and 68.37% of unmarried students. In the lower roup 12.24% of married and 15.19% of unmarried students are there.

Moreover, one-tailed test of significance for difference between proportions (independent groups) was applied to know whether the difference between the opportions of married and unmarried students in each wel (high, average and low) is significant. The results are given in the below table.

Table 3.1: Result of Test of Significance of Difference rtions based on Marital Status

between	Proportions	based on Mai	rital Status	
Levels of	Married	Unmarried	Critical	p-

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Student	1		-	ım	pact Fact	or: 1,390
Engagement	N1	P1	N2	P2	Ratio	value
High	144	20.03	145	16.44	1.857	0.317
Average	487	67,73	603	68.37	-0.271	0.3932
Low From	88	12.24	134	15.19	-1.701	0.445

From Table-3.1, the critical ratio of married and unmarried in the high group is 1.857 and its p-value is 0.317. For the average group the critical ratio is 0.271 with a p-value of 0.3932. The critical ratio and p-value of low group is -1.701 and 0.445 respectively. None of the values are significant at 0.05 level. It means that the difference in the proportion of married and unmarried in the high, average and the low group is not significant.

Table 4: Proportion of Subjects Falling in to High, Average and Low Levels of Student Engagement (Based

Levels of Student Engagement	Age 20-25		Age	Total	
	N	%	N	%	
High	207	16.45	82	23.90	289
Average	865	68.76	225	65.60	1090
Low	186	14.79	36	10.50	222
Total	1258	100	343	100	1601

From Table-4, the 16.45% of students were in the age group of 20-25 and 23.90% of students were having the age of above 25 in the group with high level of student engagement. The average group had 68.76% of students in age between 20-25 and 65.60% of students in age above 25 years. In the lower group 14.79% of students in age between 20-25 and 10.50% of students in age above 25 years were there.

Further, one-tailed test of significance for difference between proportions (independent groups) was applied to know whether the difference between the proportions of students in age 20-25 years and above 25 years in each level (high, average and low) is significant. The results are given in the below table.

Table 4.1: Result of Test of Significance of Difference between Proportions Based on Age

Levels of Student Engagement	Age 20-25			above 25	Critical Ratio	p-value
	N1	P1	N2	P2		
High	207	16.45	82	23.90	-3.181	0.0007
Average	865	68.76	225	65.60	1.114	0.1326
Low	186	14.79	36	10.50	2.038	0.0208

From Table-4.1, the critical ratio of age 20-25 years and above 25 years in the high group is -3.181and its pvalue is 0.0007 which is significant at 0.05 level. For the average group the critical ratio is 1.114 with a p-value of 0.1326 which is not significant at 0.05 level. The critical ratio and p-value of low group is 2.038 (p=0.0208) which is significant at 0.05 level.

Table 5: Proportion of Subjects Falling in to High, Average and Low Levels of Student Engagement (Based

Levels of Student	Gove	Government & Government-Aided		Private	
Engagement	N	%	N	N %	
		13.18	197	21.82	289
High	92		598	66.22	1090
Average	492	70.49		11.96	222
Low	114	16.33	108		1601
Total	698	100	903	100	from

From Table-5, the 13.18% of students from government, government-aided institutions and 21.82% of students from private institutions have high level of student engagement. The average group has 70.49% of students from government, government-aided institutions and 66.22% of students from private institutions. In the lower group 16.33% of students from government, governmentaided institutions and 11.96% of students from private institutions are there.

Moreover, one-tailed test of significance for difference between proportions (independent groups) was applied to know whether the difference between the proportions of students from government, governmentaided institutions and private institutions in each level (high, average and low) is significant. The results are given in the below table.

Table 5.1: Result of Test of Significance of Difference Proportions Based on Type of Management

Levels of Studens Engagement	Government & Government Aided		Private		Critical Ratio	p-value
	N1	Pi	N2	P2		
High	92	13.18	197	21.82	-4.455	0.0001*
		70.49	598	66.22	1.815	0.0348*
Average	492				2.51	0.006*
Low	114	16.33	108	11.96		v. Gram

From Table-5.1, the critical ratio of students from government, government-aided and private institutions in the high group is 4.455 (p=0.0001). For the average group the critical ratio is 1.815 with a p=value of 0.0348. The critical ratio and p=value of low group is 2.51 and 0.006

respectively. All the values are significant at 0.05 respectively. All the values are significant at 0.05 respectively. respectively. All the values in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference and the and the low means that the difference and the low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means that the difference in the proportion of low means the difference in the differen government, government-aided from government, g significant.

Findings

s The proportion of students belonging to Ales, The proportion that of students belonging to Augroup is far more than that of students belonging to he group is far may be because, the factors affecting to he group is far more than group is far more than group. This may be because, the factors affecting from group. This may not be affecting in the same way not be affecting in the same way. group. This may be became in the same way for the engagement, may not be affecting in the same way for the engagement, may not be affecting in the same way for the engagement, may not be affecting in the same way for the engagement. engagement, may not be and Average groups. That that of students belong to High group is more than that of students belong to High group is may be because, the factors are to High group is may be because, the factors affects differently on High Low group. This interpretation of High affects differently on High and I. aronortion of students belonging to and I. student engagement, and students belonging to Alegroups. The proportion of students belonging to Alegroups. groups. The proportion that of students belonging to group is far more than that of students belonging to group is far more than that of students belonging to be groups. group is far more than the factors affecting study for the group. This may be because, the factors affecting study affects in different ways on Average group. This may be different ways on Average and lengagement, affects in different ways on Average and lengagement, affects in the same way. groups but not in the same way.

The test result indicates indirectly that the factor affecting student engagement, acts in the same way of affecting student constraints and females. There is no gender difference in males and females. There is no much difference in the constraints and the constraints are constraints. males and females. There is no much difference level of student engagement. There is no much difference level of student engagement. There is no much difference level of student engagement. level of student engages. In the present scenario there in the proportions itself. In the present scenario there is trend of falling enrolment of male students for the BE trend of falling enformed there are informal discussion and popular belief that the quality of teachers may come and popular benefit and popular benefit and popular benefit and popular benefit and benefit and popular be more responsibilities at home than a male teacher at mother, wife, daughter in law etc. so lack of time obstuce them to sharpen their professional skills in the course of them to snarpen the current research shows contradicton results.

There is no difference in the level of student engagement based on marital status in all the three level There is also a common argument that the unmaried students get more time to complete their works and home and engage in studies than married students. This might help them to complete the works on time which will have direct influence on the engagement of students in the B.Ed. course. Contradictory to this argument there is another argument that is a married student will show more engagement in studies since she or he has more commitments in a different familial setup. But the result of the present research shows that both the arguments are meaningless. Or it can be said as the Marital Status plays 10 significant role in the engagement of students in the BEd course.

Significance of critical ratio shows that the factors affecting Student Engagement, does not affects in the same way on high and low groups based on the age group of B.Ed. students. But for the students having average level of Student Engagement these factors are acting on the same way in both the age groups. From the significant values of high group and low group it can be said that, Age has a significant role in engaging students in the course. The

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The pursue educational programs to pursue education to pursue edu hurdle to pursue educational programs another argument is that age has yet another in the courses. What with engagement in the courses. What with engagement in the result with engagement in the courses. negate 1885). Yet amount, argument is that age has with engagement in the courses. While with engagement in the result of this to the high and low group, the result of this to the high and low group. with engagement in the courses. While with his study two views that age has sometiment with the first two views that age has sometiment with the course in t with the first two views that age has some with the first in the course. If the average on engagement in the supports the support the s with the thist in the course. If the average engagement in the third view that age has some to the result supports the third view the second on engagement in the course on engagement in the course on engagement in the course of the result supports the third view the second of the result supports the third view the course of the course of the result supports the third view the course of the c on engagement in the course. If the average the result supports the third view that some considered the result supports the third view that some considered on engagement in the course. The solution of the course average average on engagement in the course. The polyging to 20-25 age groups may have been people on post- graduation or post this pelonging to age groups may have just graduation and might belong graduation or post graduation and might graduated for the B.Ed. program. This may be applicably joined for the other hand. their graduation and might post graduation and might post graduation and might graduation and might of their graduation. On the other hand the student of them. On the other hand the student of them. of directly joined for the One the other hand the students of them. On the other hand the students of them might have joined for B.Ed. program and might have been and them. On the students of them might have joined for B.Ed. program of the students of them. This may result in perceiving the program of the p of B.Ed. program in a significant influence of the program in the hard break. This may leading to a significant influence upon leading to low engaged students the proportion of the propo regent way leading to low engaged students the proportion of coming to low engage group is larger than 1 Coming to low age group is larger than that of group in above 25 year age group. Here Jents in above 25 year age group. Here also the den in above B.Ed. course is an activity oriented activities such as preparations of the strength of the stren activities such as preparation of lesson plan writing are model making, which involved lesson plan writing etc. These model making, lesson plan writing etc. These wars, might be taken up by the two different age. model making, and writing etc. These might be taken up by the two different age groups writing manner. For lower group the low age different manner. For lower group the low age group these kinds of activities different manner. the second the low age group the low age group the low age group the low age group might be taking these kinds of activities quite apply might be aged (25 above), might be shusiastically. Due to their growing age and 1. above), might be a burden. Due to their growing age and being age group, they will have serious bearing regring it as a bound they will have serious bearing on their plower age group, they which in turn is a serious planer age group, a lower age group, a lower age group, a lower age group, and their studies which in turn is a serious indicator agragement as students.

otheir engagement as students. The proportion of students belonging to private The Properties than that of students belonging to private is more than that of students belonging to college is more and Government Aided colleges in high covernment to difference in proportion among these two poup. The students is significant. The possible reasons pull be the institutional climate, teacher student relationship and other favorable conditions existing in the nstitutions. It is assumable that the students belonging to high group in Government Supported institutions have ome through merit basis. So are obviously showing high reggement. But those students in the private management and belonging to high group might have gathered high and the institution drawing from the favorable factors available in the institution. Even hough both the category are placed under high engaged goup, due to the variation in the institutional climate, teacher student relationship etc exists in the college the difference in proportion might have become significant. In the low group, the proportion of low engaged students is in Government supported colleges are greater than in the

Private Colleges. Here also the difference in proportions is significant. It indicates that in Government supported colleges after getting the admission into the courses the students show declining engagement. The atmosphere prevailing in government supported colleges might have a role in this low engagement. But in private college there is a possibility of getting admission even for a less capable student through payment seat. Here comes the role of a system followed in B.Ed. courses recently, that if a student is not getting admission into any other course after the graduation he or she mostly will join for B.Ed. course. Another interesting factor is there that if a female student is not being able to get married due to any personal factors then she will take admission in the B.Ed. course for sure. Because she can manage one year and a completion of B.Ed. course will give more weightage in the marriage market. These two different aspects prevailing in Government supported colleges and Private colleges might have led to a significant difference in the proportion among the low engaged students. When the average group is considered, the proportion of students in Government and Government Aided colleges are more than that of the Private colleges. But the difference in this proportion is not significant. It means that whatever factor is influencing the student engagement, it is taken up in the same way by the students of average group irrespective of the type of management. It can be said that people in the average group faces happenings with a neutral attitude. This might be the reason for the insignificance in the difference in the proportions.

Conclusion

From the results and findings it can be concluded that the gender has nothing to do in engaging as a student in the B.Ed. course. The factors affecting student engagement acts in the same way on married and unmarried students, but does not affect in the same way on high and low groups based on the age group of B.Ed. students. But for the students having average level of Student Engagement these factors are acting on the same way in both the age groups. The factors affecting student engagement, executes differently on the students falling in various types of institutions for high and low group. But in the average group it operates in the same way irrespective of the type of institution that the students belongs to.

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