

Dr. Kundan Singh, Bilkees Abdullah

## STUDENT ENGAGEMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS OF KASHMIR

Dr. Kundan Singh<sup>1</sup> and Bilkees Abdullah<sup>2</sup>

<sup>1</sup>TGT (Non-Medical), Govt. Senior Secondary School Haripur Khol, Distt. Sirmour (H.P.)

<sup>2</sup>Research Scholar, School of Education, Lovely Professional University, Phagwara (Punjab)

**Abstract:** The study was aimed at investigating the student engagement among senior secondary school students of Kashmir division of Jammu and Kashmir. A sample of 500 senior secondary school students (250 boys and 250 girls) was selected from Kashmir division of Jammu and Kashmir by employing simple random sampling. t-test was used to analyze the data. Results of the study revealed that senior secondary school boys exhibit higher student engagement than senior secondary school girls. Private senior secondary school students exhibit higher student engagement than government senior secondary school students.

**Key words:** Student Engagement, Senior Secondary School Students

### Student Engagement

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of student engagement is predicated on the belief that learning improves when students are interested, paying attention, or motivated, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise disengaged. Student engagement is the degree to which learners are engaged with their educational activities and that engagement is positively linked to a host of desired outcomes, including high grades, student satisfaction, and perseverance. Students' engagement in school is a multidimensional construct that includes several dimensions, namely, emotional, behavioral and cognitive.

Wecker (2015) found that school engagement has positive associations with school staff, positive sufficient mental health services and social context, a nurturing and supportive classroom environment, and school staff unity to the social and academic achievements of Emotional or Behavioral Disorder EBD. Mai et al. (2015) found that students have a decent level of achievement satisfaction, motivation and engagement. Despite the fact that students' motivation is essentially predicted, students' achievement, however neither achievement



satisfaction nor students' engagement is a significant predictor of students' achievement. Collie and Martin (2017) found that student-reported adaptability predicted students' mathematics engagement. Besides, teacher-reported and student-reported adaptability extraordinarily predicted mathematics achievement. Albrecht et al. (2018) revealed that an organizational resource was positively connected with organizational engagement climate. Four were positively connected with job resources, and two were positively connected with engagement. Organizational engagement climate was positively connected with employee engagement and job resources. Huge indirect connections were additionally found.

## Objectives

Following objectives were realized in the study:

1. To compare student engagement of senior secondary school students based on gender.
2. To compare student engagement of senior secondary school students based on type of school.

## Hypotheses

Following hypotheses were tested in the study:

1. There exists significant difference between senior secondary school boys and girls in student engagement.
2. There exists significant difference between senior secondary school students of government and private schools, in student engagement.

## Methodology

Descriptive survey method was used. Data were collected from senior secondary school students of Kashmir Division of Jammu and Kashmir, by employing simple random sampling technique. The sample comprised of 500 senior secondary school students. Student Engagement Scale constructed by Dogan (2014) and was adapted in the Indian context. This Scale is five-point Likert scales, consists of 22 items and 3 sub-dimensions (cognitive, emotional, and behavioral engagement). The final set of statements was checked for internal consistency using SPSS-22 version. The Cronbach's alpha for the final set of statements was found out to be .76. Data were collected, tabulated and analyzed.

## Procedure

Initially the investigators randomly identified various senior secondary schools and contacted the authorities of the schools personally. The purpose, objectives and relevance of the study were explained to the head of the institution. Tool was distributed among the participants after giving necessary instructions. Assurance was given to each that the information collected will be used only for research purpose, their identity will not to be disclosed. The scoring was done as per the manual and entered the data in to a spread sheet for further statistical analysis by using t-test.

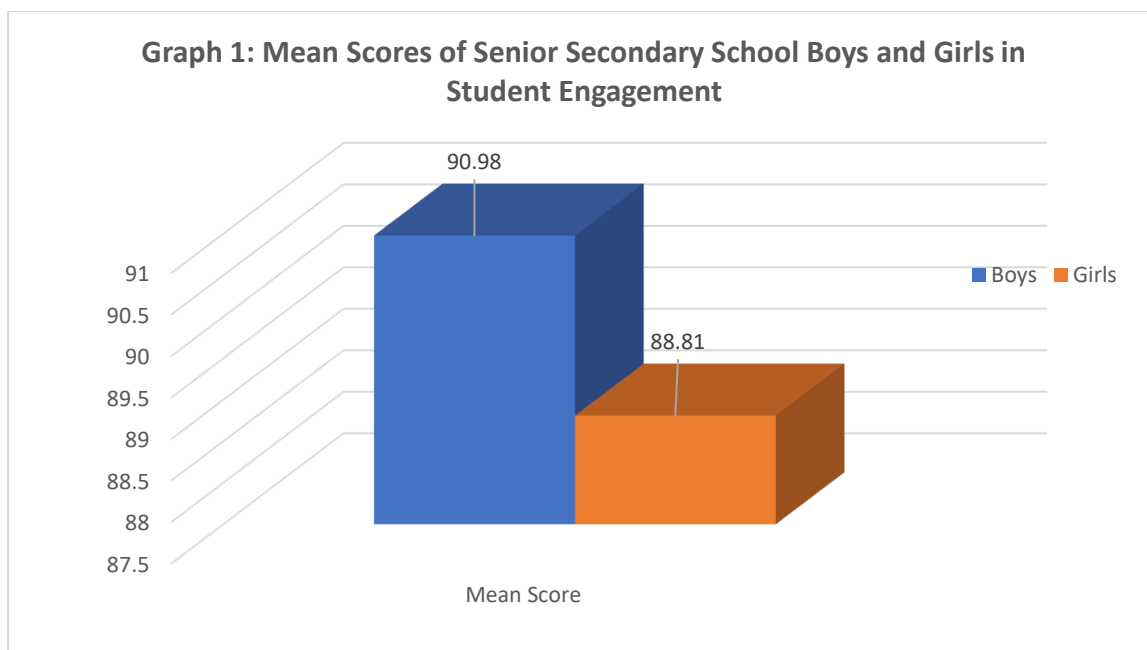
## Results

Results of the study are presented as follows:

**TABLE 1: Difference between Senior Secondary School Boys and Girls  
in Student Engagement**

Student Engagement	Gender	N	Mean	S.D.	t-value	Level of Significance
	Boys	250	90.98	4.14	4.91**	**Significant at .01 Level
	Girls	250	88.81	5.60		

Table 1 reflects that the mean scores of boys and girls of senior secondary schools is 90.98 and 88.91 respectively. The SD for boys and girls of senior secondary schools is 4.14 and 5.60 respectively. Further, the t-value is 4.91 which is significant at 0.01 level of significance. Thus, it may be interpreted that there exists significant difference between senior secondary school boys and girls in their student engagement. Since means score (90.98) of senior secondary school boys is greater than mean score (88.81) of senior secondary school girls, hence it may be interpreted that senior secondary school boys exhibit higher student engagement than senior secondary school girls. Further, the hypothesis that “there exists significant difference between senior secondary school boys and girls in student engagement”, was accepted. Graph 1 shows the mean scores of senior secondary school boys and girls in their student engagement.

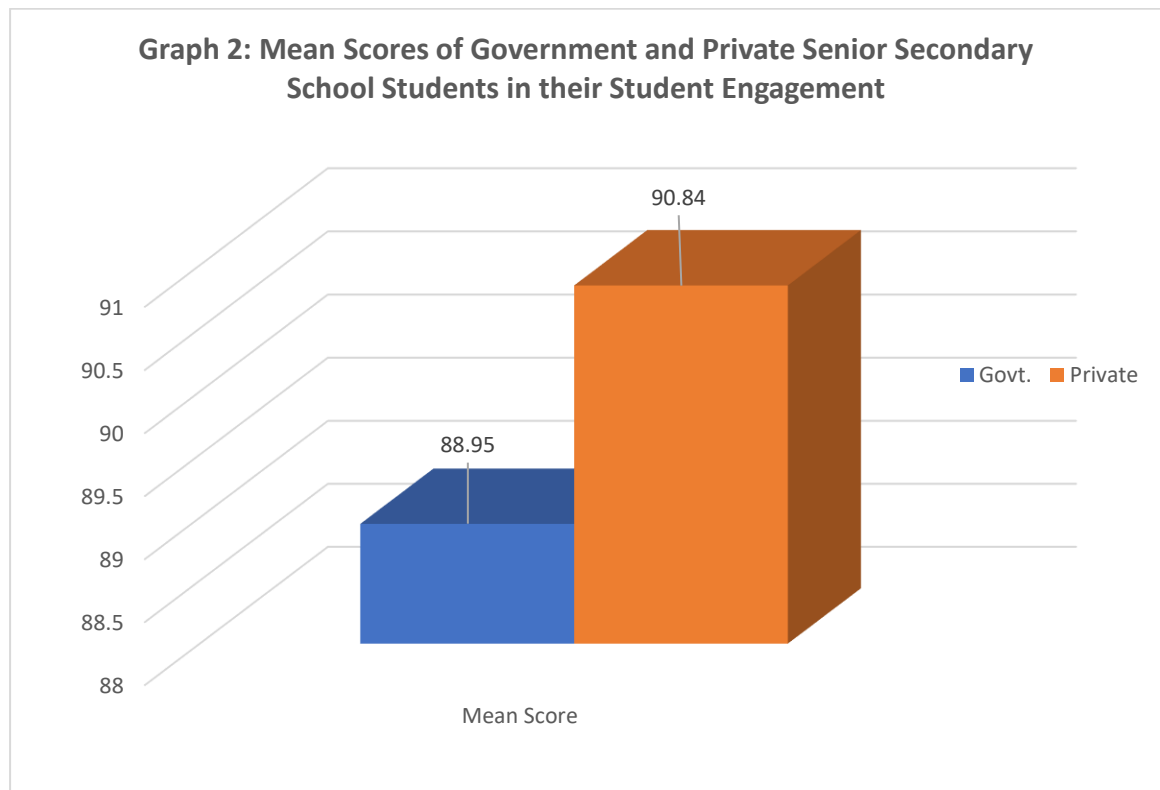


**TABLE 2: Difference between Government and Private Senior Secondary School Students in Student Engagement**

	Type of School	N	Mean	S.D	t-value	Level of Significance
<b>Student Engagement</b>	Government	250	88.95	5.36	4.24**	**Significant at .01 Level
	Private	250	90.84	4.51		

It is obvious from table 2 that the mean scores of government and private senior secondary school students is 88.95 and 90.84 respectively. The SD for government and private senior secondary school students is 5.36 and 4.51 respectively. Further, the t-value is 4.24, which is significant at 0.01 level of significance. It means that there exist significant difference between government and private senior secondary school students in their student engagement. Since means score (90.84) of private senior secondary school students is greater than mean score (88.95) of government senior secondary school students hence it is interpreted that private senior secondary school students exhibit higher student engagement than government senior secondary school students. Thus, the hypothesis that “there exists significant difference

between government and private senior secondary school students, in student engagement”, was accepted. Graph 2 shows the mean scores of government and private senior secondary school students in their student engagement.



## Conclusions

Following conclusions were drawn:

1. Senior secondary school boys exhibit higher student engagement than senior secondary school girls.
2. Private senior secondary school students exhibit higher student engagement than government senior secondary school students.

## References

Albrecht, S., Braidahl, E., & Marty, A. (2018). Organizational resources, organizational engagement climate, and employee engagement. *Career Development International*.

Dr. Kundan Singh, Bilkees Abdullah

- Collie, R. J., & Martin, A. J. (2017). Students' adaptability in mathematics: Examining self-reports and teachers' reports and links with engagement and achievement outcomes. *Contemporary Educational Psychology, 49*, 355-366.
- Mai, M. Y., Yusuf, M., & Saleh, M. (2015). Motivation and Engagement as a Predictor of Students' Science Achievement Satisfaction of Malaysian of Secondary School Students. *EJSER European Journal of Social Sciences Education and Research Articles, 5*.
- Wecker, K. (2015). School engagement and academic success of students with an EBD educational label: Perspectives among helping professionals in schools. *Master of Social Work Clinical Research Papers*. Paper 548.