

STUDENTS' ENGAGEMENT IN RELATIONSHIP TO ACADEMIC PERFORMANCE

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ABSTRACT

The study is conceptual in nature and also the objectives of the study were to assess the relationships between students' engagement and academic performance. The study examines the extent to which students' engagement is associated with experimental and traditional measures of academic performance. The significance of the study is to explore possible strategies for improving school teachers' motivation. Many measures of students' engagement were linked positively with such desirable learning outcomes as critical thinking and grades, although most of the relationships were weak in strength. Students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. It is suggested that school administrators and teachers plan for a more conducive atmosphere and meaningful learning activities. Different age groups and genders among students need to be addressed differently to create a better learning environment in accordance with their emotional, psychological and cognitive development. In a developing country such as Nigeria, Students' engagement in school activities is a major factor in determining students' success in education, hence, the teachers need to undergo teacher training courses to obtain the necessary skill to dynamically engage students in classroom activities..

Keywords: Students' Engagement, Relationship, Academic Performance.

1. Introduction

Education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments in Nigeria. According to the National Policy on Education (NPE, 2014), education is seen as an instrument per excellent which is purposely designed to develop a nation economically, culturally, technologically, politically and socially. Student engagement is dynamic and is dependent on many factors, both within, and outside, the institution's sphere of influence. In the first year student engagement is influenced by the students' prior experiences of education, their expectations and aspirations which influence their perceptions of various measures of engagement. In addition, integration into both the academic and social community at the university is important for instilling a 'sense of belonging' or 'sense of being a student' which is a precursor for engagement (Hardy and Bryson, 2009).

Globally, education is accorded as a weapon which can be used to eradicate the illiteracy raise the social status of human beings as well as building a nation (Ajegbomogun & Salami, 2011).

Education should be made as easy as possible in order to realize the mass literacy advocated by the Federal Government of Nigeria, and to actualize the objectives of the National Policy on Education. After the school activities, students retire to study on their own. For that personal education to be meaningful, the students require the skills that would help them to regulate their education. It therefore becomes necessary for teachers to teach the students' metacognitive skills which have been found to aid students in the regulation of their learning. Metacognition is thinking about thinking (Maduabuchi, C. H., & Angela, I. O. I. (2016).

Several studies have indicated that there is a shortcoming trend in student engagement and academic performance of the students' in secondary school in Nigeria. Therefore, teachers', parents and experts expressed their concern about the poor performance in external examination, which include West African Senior School Examination Council (WASSCE). Individual and also the group tend to bring some accusation on some influence negative pressure and poor management, we responsible for the poor academic achievement.

2. Related Literature Review

Blatchford, Bassett, & Brown, (2011), their study analyzed those impacts about class measure around classroom engagement instructor's testament pupil cooperation and contrasts On connection to pupil former accomplishment grade also optional schools. It is generally perceived that we need will know more something like the impacts of class extent around classroom associations what's more person conduct. Those examine extends eventually tom's perusing thinking about the impact of scholar classroom engagement also an instructor testament learner interaction, also looking at on impacts change toward person accomplishment level. Furthermore, the middle of grade and auxiliary schools. Classroom engagement diminished for bigger classes, but, opposite will expectation, this might have been especially stamped two more levels achieving learner at those optional levels Low achieving pupils subsequently, profit from smaller classes at the optional level as far as additional unique consideration also encouraging engagement over learning.

Another study investigated the impact of motivation on students' school academic achievement in mathematics in secondary schools using motivation for academic preference scale ($\alpha = 0.82$) as a measuring instrument and achievement test in mathematics (ATM). Two hypotheses were tested for significant at 0.05 margin of error using t-test and analysis of variance (ANOVA). Results showed that gender difference were significant when impact of motivation on academic achievements was compared in male and female students'. Also other result indicates significant difference when extent of motivation was taken as a variable of interest in academic achievement in mathematics based on the degree of their motivation. Implications, suggestions and recommendations for students, parents, government, counselors, educational stakeholders, etc. were discussed (Tella, 2007). However, Bakker, Sanz Vergel, & Kuntze, (2014), done their study inspected the sway of weekly personage what is more study assets around the weekly learner engagement, animated Learning behaviors, also execution. In addition, this investigation, investigated if students, secondary and low previously, characteristic openness reacted distinctively will their weekly assets. Those tutors assessed every student's animated enchanting in practices Throughout these gatherings. The discoveries from claiming investigation indicated that learner engagement fully interceded those relationships between individual assets. Furthermore watched Learning activities; ponder assets were specifically decidedly identified with intriguing in exercises through learner engagement. Done addition, watched Learning the exercises was decidedly identified with those span evaluations. Ponder discoveries highlight the vitality for encouraging students' engagement. They reason with a talk of the hypothetical suggestions for training furthermore, suggestions for future investigation.

Similarly, Cardwell, (2011), this contemplate might have been will inspect the relationship between educator's testament engagement what is more learner engagement will determine if the level of educator's testament engagement needed a sway on the level for scholar engagement. Perspectives starting with both those educators besides people were analyzed will figure out whether ascension existed the middle of instructors and scholars in regards to the accounted levels of educator's testament engagement also learner engagement. This examines found proof that large amounts from claiming instructor's testament engagement needed a certain impact once scholar engagement level. An Investigation about scholar observation variables uncovered powerless should moderate associations between the greater part variables. Solid connections existed the middle of conviction regarding those self sufficiency and conviction over the self and relatedness. The contemplate prescribed that teachers, students, What's more managers need a normal comprehension of the definition for engagement and learning from claiming the thing that engagement looks, sounds, Furthermore has an inclination that in the classroom. The utilization about engagement measurement/reflection devices ought to make used to survey engagement levels of instructors what's more understudies and to give acceptable information which could impact choices in regards instructor's testament and learner engagement.

Furthermore, M. S. Farooq, A. H. et, al., (2001), this study was conducted to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. The academic performance was gauged by the result of their 9th grade annual examination. Standard t-test and ANOVA were applied to investigate the effect of different factors on students' achievement. The results of the study revealed that socioeconomic status and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socioeconomic level affects the performance more than the lower level. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students.

Moreover, Akiri, A. A., & Ugborugbo, N. M. (2009), the study determined the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria. It was descriptive in nature and involved 979 teachers, made up of 450 males and 519 females, drawn from 72 out of the total of 361 public secondary schools in the State by stratified random sampling technique. Academic performance records of 50 students per teacher, which is 48,950 students' scores were also used. Two questionnaires and a rating scale were used to collect data for the study. The results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in this study.

Consequently, therefore, the study was to determine the relationship between physical fitness and academic performance in an urban South African group of primary school children. A one-way cross-sectional design was used to assess the physical fitness of children 9 to 12 years ($N=212$) by means of the Fitnessgram, the Bruininks Oseretsky Test of Motor Proficiency II, percentage body fat and Body Mass Index (BMI). Average end of the-year academic marks served as a measurement of academic achievement. Relationships between the variables were determined by Spearman correlation coefficients and effect sizes, and a stepwise discriminant analysis. The results show a significant correlation between total strength scores and academic performance in the total group and between several fitness variables and academic performance in the female group. Significant correlations were found between specific strength tests and academic performance among older boys (12 years) and older girls (11 & 12 years). Several fitness parameters discriminated between high and low academic achievers. A positive relationship between physical fitness components and academic achievement was found with more significant correlations among girls than boys, as well as among older boys and girls (Du Toit, D., Pienaar, A. E., & Truter, L. (2011)

3. Overview of the Students' Engagement

Students' engagement is generally considered to be among the best predictors of learning and personal development. Students' engagement is generally considered to be among the best predictors of learning and personal development. Stovall (2003), prescribes that students' engagement may be characterized eventually perusing a consolidation from claiming students' the long haul with respect to errand and their readiness to take an interest previously, exercises. Krause and Coates (2008), say that engagement may be those calibers for exertion understudies themselves commit with educationally purposeful exercises that help

straightforwardly to wanted conclusions. Additionally, Chen, Gonyea & Kuh (2008), say that engagement may be those levels on which learners are captivated for their instructive exercises Also that participate is positively connected to a host of wanted outcomes, including secondary grades, personal satisfaction, also persist. Different investigations characterize engagement As far as interest, effort, motivation, time on task and recommended that there is a causal relationship the middle of locked in time, that is, those times of time over which learners would totally concentrated with respect to also take an interest in the Learning task, and academic accomplishment (Beer, Clark, & Jones, 2010).

Students' engagement characterized concerning illustration a certain state that happens when a learner appreciates a challenging, anyway, serious assignment to those establishments about aptitudes should meet industry necessities. Ideal instruction happens. The point when a scholar will be actively included to make judgments, reflective practices, and learning through the background (Reeve, 2013; Kahu, 2013; Sanders, 2013; Hallinger & Lu, 2013). As stated by Lawson & Lawson (2013) Furthermore, Teoh, Abdullah, Roslan, & Daud (2013), through those improvements from claiming a dynamic Learning the environment, person engagement will happen in there may be a response by understudies of the lecturer's showing and learning procedure. According to the Hallinger & Lu (2013), educator's needed Confusions of the objective for dynamic Learning situations for exactly person exercises. Reeve (2013), expressed that learner engagement may be an expensive haul that includes the extents about cognition, emotion, conduct technique and agentic, with each variable stressing different but associated parts of the learning transform (Osman, Jamaludin & Mokhtar, (2014).

4. Component of Engagement

Instructive scientists appear on consent that there would three dimensions from claiming engagement, behavioral, cognitive and emotional engagement (Audas & Willms, 2001)).

a. Behavioral Engagement

Behavioral engagement ordinarily alludes should person participation trends, office discipline referrals, classroom participation, what more investment clinched alongside following class exercises. Other definitions from claiming behavioral engagement incorporate certain conduct, for example, compliance, and additionally those nonattendance about troublesomeness behaviors, for example, misbehaving Also skipping class. Specialists need also viewed as students' effort, persistence, capability to focus, attentiveness, questioning, and participation in class similarly, as different qualities of behavioral engagement. Exactly indicators for behavioral engagement attentiveness, support for class need aid comparable on aspects of academic engagement occasion when with respect to task, the fruition of worth of effort (Bakker, Sanz Vergel, & Kuntze, 2014).

b. Cognitive Engagement

Cognitive engagement includes more inward indicators, for example, such that self regulation, the worth about education, objective orientation, self sufficiency. Examine ahead this range for scholar engagement incorporates viewpoints about one school engagement, for the sample person, association over Learning and learning also direction book such as self regulation). For example, Connell Also Wellborn (1991), perspective cognitive engagement as an individual's capability on issue solve, inclination to testing work, and showing about certain adapting aptitudes. A large number of the qualities from claiming cognitive engagement need aid comparable to variables recognized for investigations in regards to learner motivation, for example, craving on for learn, instructive goals, Furthermore inalienable inspiration (Fredricks et al. , 2004). In spite of the fact that there are contrasts in the lifestyle analysts need characterized cognitive engagement, the vast majority have included utilization of metacognitive strategies, for example, arranging and monitoring, also self regulation aptitudes (Devito, 2016).

c. Emotional Engagement.

Emotional, or psychological, engagement alludes all three of the students' influential inside the classroom Also a feeling of having a place during class. Students' affections at learning, one school activities, What's more, people inside the one school would quell inside this Web-domain of engagement What's more might incorporate emotions about interest, boredom, anxiety, happiness, What is more others, which might or might not be subject to particular errands or particular circumstances. Enthusiastic engagement need likewise is viewed as synonymous with the identity number of classes. Finn (1989) noted that ID number incorporates a sense of belongingness on school, and additionally quality of the school. A significant number definition of enthusiastic engagement cover for investigating looking into attitudes, motivation, Also values (Fredricks et al. , 2004). Mossycup oak written works looking at passionate engagement offers general definitions, and regularly doesn't point out a specific hotspot of the fullness of feeling response (Culver, 2015).

In spite of a great part of the Examine need concentrated for academic and behavioral engagement, fewer investigations has investigated those parts of cognitive and mental engagement in the school. Engagingly written works. However, existing examination infers that cognitive, what's more mental indicators are identified with certain academic results (Fredricks et al., 2004; Culver, 2015).

5. Students' Engagement A Critical part of the Solution

Willms, et al, (2009), has identified the three dimensions of student engagement as social engagement, academic engagement, and intellectual engagement. While all three dimensions are important, accountability can easily focus on the academic and the intellectual engagement aspects through a curriculum monitoring system that encourages and supports active learning, applied academic skills, student led projects that are tied to the community and real-life skills, and civic education. Student engagement is active learning. The strategies include service learning, problem-based inquiry, organized debate, facilitated classroom discussion, and expository or persuasive writing. All activities require grounding in research, evaluation skills, communication skills, reasoned decision-making skills, and fact finding. The 21st Century Skills Framework⁹ outlines the necessary components

for developing a workforce and future leaders that are grounded in core academic content, learning skills such as creative problem-solving and communication, information literacy skills, and life and career skills.

6. Self Determination Theory

Self determination theory postulates that know people need, a necessity to make autonomous, on be inquisitive Furthermore search out knowledge; basically people take part in exercises On account they need to (skinner & Pitzer, 2012).

Moreover, essential necessities theory, recommend that there are basic, intrinsic mental necessities that underlie at conduct. These necessities incorporate ability those craving to Comprehension and mastery), self-governance (the requirement to purpose, self guided conduct technique and ever enduring and relatedness the needle on have a place or join with others. Determination toward oneself hypothesis holds that when classroom alternately social contexts backing these needs, people will take part constructively with learning; however, at contexts defeat these needs, people turn into estranged. Scientists allude of the convictions over one's competency, self governance also relatedness likewise the individual's self system techniques Self determination scholars recommended that, classroom contexts, for example, teachers' students' relationships, classroom structures, educational module substance and guidelines, methodologies, can be impacted learner engagement by supporting alternately undermining students' self backing frameworks. Accepting these convictions need aid durable, classroom contexts might shape students' truth and therefore aide their engagement on academic fill in (Skinner & Pitzer, 2012). When scholars have confidence that they need aid competent, autonomous, and associated with the classroom, those choices also decisions they aggravate are self determined inalienable inspiration takes again. Inalienable inspiration is "the human, compelling reason with being skillful and self determining to connect to the environment" (Schunk, Pintrich, & Meece, 2010). Over other words, when inalienably motivated, understudies take an interest clinched alongside academic worth of effort without respect to any other reward, tuning in with music, playing for friends, they participate in a movement for the purpose of the movement itself a result they pick with captivate. It will be the methodology of turning into self dictated clinched alongside one's issues that is inalienably inspiring for the people instead of an existing enthusiasm toward the substance alternating movement. Previously, contrast, when extrinsically motivated, people partake until that time, exercises on they need to increase a differentiate outcome that is subject to the conduct; hence those prize fully controls the conduct. Self determination theory prescribes that the point when learners feel a feeling from claiming control and office regarding their Learning autonomy, they accept they made great competence, and they feel associated with their educators Furthermore companions relatedness, they are likely to participating clinched alongside learning, regardless of they do not need an innate enthusiasm toward the topic (Schewe, 2016).

7. Recommendations

This study suggests that a priority for schools should be establish the quality of students' relationships. Moreover, it suggests that interventions cannot target relates to only one social partner. Relating to parents, teachers' and peers each play a unique role. Research from the areas of parenting, teaching, and parent child and teacher, child interactions suggest that qualities such as warmth, caring, sensitivity, dedication of attention and time, and emotional availability may be important to the development of secure relationships with adults. More research is needed to discover how students' perform a sense of connectedness to peers and how schools can facilitate this process. The present study also suggests that, although interventions may wish to target many features of children's engagement in the classroom as mediators of the effects of relatedness on academic achievement, one aspect that seems particularly sensitive is children's emotional experience when involved in learning activities. Children's enthusiasm, interest, happiness, and comfort during new and ongoing academic tasks seem to be shaped by their sense of relatedness to others; likewise, feelings of boredom, frustration, sadness, and anxiety in the classroom are exacerbated when children feel alienated from others.

8. Conclusion

This study aimed to find out the level of students' achievement., engagement based on gender and age. Students show a decrease in theses aspects as they grow older. This may be due to the increase in activities and engagement outside the school. Students' may find that schooling is less interesting as compared to those at school. The finding reflects that Malaysian school boys and girls differ in terms of feeling, the fact that thinking and behaving towards school activities Therefore, there is a need to revamp traditional practice of learning activities as well as classroom management. Future studies may duplicate in the other countries to make a comparison in terms of students' school engagement.

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