

INFLUENCE OF SCHOOL SOCIAL SYSTEM ON STUDENT ENGAGEMENT IN SECONDARY SCHOOLS

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DECLARATION

I, **AMINA RADEEAH. V.**, do hereby declare that this dissertation, **“INFLUENCE OF SCHOOL SOCIAL SYSTEM ON STUDENT ENGAGEMENT IN SECONDARY SCHOOLS”** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Dr. FATHIMA JASEENA M.P.M.**, do here by certify that the dissertation entitled, **INFLUENCE OF SCHOOL SOCIAL SYSTEM ON STUDENT ENGAGEMENT IN SECONDARY SCHOOLS**, is a record of bonafide study and research carried out by **AMINA RADEEAH. V.**, of M.Ed Programme (2017-19), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

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Chapter I

INTRODUCTION

- ❖ **Need and Significance of the Study**
- ❖ **Statement of the problem**
- ❖ **Definition of Key terms**
- ❖ **Objectives of the Study**
- ❖ **Methodology in Brief**
- ❖ **Scope and Limitations of the Study**
- ❖ **Organisation of the Report**

Education should be made a powerful instrument of social economic and cultural transformation necessary for the realization of the national goals. Education should be developed so as to increase productivity, achieve social and national integration, accelerates the process of modernization and cultivate social, moral and spiritual values. Schools are the most important part in our society as schools plays an important role in child's growth and development. The increasing number of schools across the nation couldn't be a considerable criterion to say that the country makes significant advances in the field of education.

School is central to the daily life of most 15-year-olds. They view schooling as essential to their long-term well-being. Yet not all young people feel that they belong at school, and some show a lack of engagement in terms of their attitudes and behaviours. Some school settings are more conducive to positive educational experiences than others. The term used to refer to the organizational setting of a school is 'school climate', which comprises of four components namely ecology, the milieu, the social system and culture of the school. The social system refers to the patterned relationship among role groups in schools- students, teachers, administrators and parents.

Therefore, a social system can be explained as 'an interconnected and organized activities which consist of parts that are inter-dependent to produce common results'. Social systems are created by human beings and are strengthened

by man's attitudes, perceptions, beliefs, habits and expectations. Social system has two main goals, namely, actualization of goals and sustenance of goals. In a social system two or more people are frequently interacting and probably practise similar approaches, attitudes and social values. Willard Waller (1932) stated five reasons for a school to be regarded as a social system. It has personnel who contribute toward the school's goals. It has a social structure as the result of social interaction within the school. It is represented and bound by strong social relationship. It is bound by a feeling of belonging (*esprit de corps*). It possesses its own culture / ways of doing things.

Three things should be remembered about the school as a social system. First the social groups are the fundamental units upon which observation and study should be focused. Second these groups embody a network of roles that express expectations about the rights and the obligations that are held in common by all members. Third the system of interacting groups is basically structured with the aim of accomplishing the educative tasks required by a society to maintain its unity and to fulfill the needs of its members.

The school as a social system represents one part of the human habitat of students, teachers, special service personnel and administrators. It is created and controlled for the purpose of enabling students to become more effective in the life situations in which they must participate. To accomplish its public task, the school brings the participants and facilities to gather in relationships which will provide the conditions necessary for learning the practical competencies the members of society need to possess. Participants in the school system recognize that they must discipline

themselves and attempts to collaborate with others, and that different groups and individuals must perform different jobs or roles if the educational goals are to be achieved.

Within any social system, decision affecting its efficiency, productiveness and its state of equilibrium and integration must be made continuously. These decision must be the right ones at the right times in the right places if the public task of the system is to be accomplished. Steps are taken by the participants to establish the means by which vital decisions can be ensured. In school systems faculties as whole, principal, students committees, supervising teachers and the public board of education are assigned the responsibility for making decisions affecting different phases of school operations.

Thus, we can say that a school is a social system with a clear border that separates it from the environment. Nonetheless, it is not a closed social system. It has a close relationship with the environment and they complement each other. The school is provided with resources, building and personnel (students and teachers) in order for it function. As a social system, a school has a formal and informal structure. The formal structure refers to the role and function of the administration. The informal system relates to its social relationship that helps the organization to function.

School equips students with living skills, knowledge and expertise indispensable for the society. The adolescent's experience is strongly influenced by parents and peers. In addition, school plays a major part in the psychosocial, intellectual, and vocational development of adolescents. Teachers, curricula, school

activities, and school culture all provide raw material that contributes to the adolescent's growing sense of self and increasing base of knowledge and skill. Schools are important organizations that prepare our children for adult roles. Their working mechanism has a strong effect on the quality of education. To achieve the aims and objectives of schooling and to prevent the students from dropping out of school, engagement needs to be encouraged among students community. A psychological element of engagement refers to what students think about school, about teachers and about themselves in the school environment. Engagement determines how involved and enthusiastic students are about school. Results indicate whether students are "engaged," "not engaged," or "actively disengaged." High performing schools tend to have more engaged students.

Student engagement refers to how students are involved or interested in their learning and how connected they are to their classes, their institutions and each other. Student engagement at particular institutions is increasingly seen as a valid indicator of institutional excellence. Engagement as the extent to which students take part in educationally effective practices which enlarges the term to include activities besides studying especially time spent in consultation with instructors. Students and institutions each have responsibilities for the quality of learning. Students need to put forth the effort necessary to develop their knowledge and skills, and institutions need to provide the appropriate environments to facilitate student learning.

Need and Significance

According to social–motivational theories (Deci, Valler and, Pelletier, & Ryan, 1991), students will become engaged in schoolwork if their basic psychological needs for relatedness, competence, and autonomy are met. Previous studies found evidence that the affective dimension of social–motivational theory, teacher involvement, was a more salient predictor of students’ engagement than teacher structure and autonomy support (Tucker et al., 2002). Studies generally have reported a positive relationship between Student Engagement and academic performance (Furrer& Skinner, 2003; Wentzel, 1998; Willms, 2003).

Any social system is related to the environment. Social systems can be applied to understand social organizations. As a social system, the school consists of different structures that depend on each other. These include the population that is different from its environment. A school has a complex network of social relationships with unique culture, making it a unique social system. The school is an important organization that prepares children for future roles. Their working mechanism depends on the interaction between different departments.

Individuals are the key elements of a social system. In school, students, teachers and the school administration bring their needs, beliefs, goals and enhance their course and academic understanding of their roles within the school system. According to the social system theory, organizational performance is determined by the structure, individual, the culture and the environment. All social systems have boundaries; similarly, schools have a building that separates the school with the environment. As a social system, the school structure has specific characteristics of

rational, openness and natural. They have hierarchies of authority, school set goals and have expectations. A social system can be informal or formal; schools have a formal process, and it is an open system where the school constantly interacts with the environment.

In a school system, two or more students work together and coordinating activities to attain the goals. School as a social system uses four different resources from environment these are human, financial, physical and information. Human resources are staffs and laborers, financial resources include capital used for its operation. Physical resources needed in school are learning materials, equipment and facilities. Information resources in schools are the input from education experts and the school curricula. The transformation process occurs when school administrators coordinate various resources to attain the set objectives, that is better learning outcomes for all.

Educational problems cannot be solved unless we understand the developments and changes occurring as a result of the dynamic interaction of social relations network and differentiation of institutions as a consequence of these. Therefore, any educational event experienced or carried out must be scientifically analyzed and evaluated within the reality of social structure. The feelings and attitudes of teachers, students, staff, and parents are influenced by a school climate that is based on intangibles. Students' sense of belonging was measured by asking them about their feelings about school as a place. Students' answers are likely to depend on their own social confidence as well as on their feelings about school. To what extent are students who feel that they do not belong at school concentrated in

particular schools within each country? This question is important for education policy, since it helps establish the extent to which disaffection is associated with features of the school system itself or the way it interacts with students and schools in particular circumstances.

In schools with a strong disciplinary climate, good student-teacher relations and high expectations of students, engagement will be higher. This suggests that the culture of schools plays a key role (PISA, 2000). The school where education is carried out collectively is one of the most important centers of educational institution. It will be beneficial to know and use some sociological concepts to understand behaviors of students, teachers and school directors in these centers (Willower and Carr, 1965)

Student Engagement is essential to student learning. Keeping students engaged in learning helps them to feel more connected to the learning and the teacher. Fostering these connections allows teachers to keep students motivated to learn. Students' engagement is considered to be a multidimensional concept and can be defined as "the quality of a student's connection or involvement with the endeavor of schooling and hence with the people, activities, goals, values, and place that compose it" (Skinner, Kindermann, & Furrer, 2008). Engagement thus includes different aspects that can be organized in three broad components (Fredricks, Blumenfeld, & Paris, 2004): behavioral engagement, which refers to students' participation in academics as well as social or extracurricular activities (e.g., effort, persistence, concentration); emotional engagement, which describes students' positive and negative feelings and reactions to academics, teachers, classmates, and

school (e.g., enjoyment, satisfaction, boredom); and cognitive engagement, which refers to students' thoughtfulness and willingness to invest in the mastering of difficult skills and comprehension of complex ideas (e.g., self-regulation, cognitive strategy use).

The strong relationship between Student Engagement and other student outcomes and the relative ease with which Student Engagement can be enhanced through environmental change, it would follow that the research community needs to pay more attention to Student Engagement and ways to increase it. It is critical to identify the types of social environment that promote Student Engagement. Schools, a key part of students' social environment, can provide conditions to facilitate Student Engagement. Although Student Engagement has been a significant concern for educators and researchers, there is a relative paucity of theories about Student Engagement. Patrick and colleagues (2007) considered social and emotional environments in the classroom is the prerequisites for students' engagement with activities and tasks. In addition, in several studies, it was reported that emotional engagement, emotional support or positive emotions increased participation in activities or behavioral engagement (Ladd et al. 2000; Li et al. 2010; Skinner et al. 2008). In another saying, positive emotions were found important to maintain the behavior and action (Clare, 1994; Fredrickson, 2000). Also, it was pointed out that positive emotions made contributions not only in behavioral context but also in cognitive context (Aspinwall, 1998). Li and Lerner (2013) demonstrated that behavioral engagement had influence on cognitive engagement. Similarly, Gibbs

and Poskitt (2010) regarded emotional and behavioral engagements as prerequisites to cognitive engagement.

Student Engagement is a robust predictor of student success at school. Studies have reported a positive association between Student Engagement and academic achievement regardless of race, gender, and socio-economic status (Klem& Connell, 2004). Lack of Student Engagement has been a major concern for educators and practitioners working in schools because it has been a robust predictor of low achievement, behavioral problems, maladjustment, and school dropout. School, a key part of students' social environment, exerts great influence on Student Engagement and academic performance. As a major aspect of student success at school, student engagement must be improved. For improving the student engagement in schools there is an urgent need of analyzing the factors which contributes to student engagement. Therefore this study is an attempt to examine the influence of school social system on three components of Student Engagement at school (i.e., behavioral, emotional, and cognitive), as schools are the factory which produce future learners.

Statement of the Problem

The problem of the present investigation is entitled as **“INFLUENCE OF SCHOOL SOCIAL SYSTEM ON STUDENT ENGAGEMENT IN SECONDARY SCHOOLS”**

Definition of Key Terms

Influence

Influence is the power to affect other persons or things (Oxford Dictionary). For the proposed study influence can be operationally defined as Any past or present condition experienced as or actually playing a part in determining one's behavior or course of thought in the present.

School social system

Social system refers to' an orderly arrangement, an inter relationships of parts. In the arrangement, every part has a fixed place and definite role to play. The parts are bound by interaction. System signifies patterned relationship among constituent parts of a structure which is based on functional relations and which makes these parts active and binds them into reality (Talcott Parsons,1951)

For the present study school social system means that the patterned relationship among role groups in school - students, teachers, administrators and parents. It includes the components such as safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress and positive home school relations (Wilson et al, 1994).

Student Engagement

Students' Engagement is considered to be a multidimensional concept and can be defined as "the quality of a student's connection or involvement with the

endeavor of schooling and hence with the people, activities, goals, values, and place that compose it” (Skinner, Kindermann, &Furrer, 2008).

In the present study Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, it also extends to the level of motivation they have to learn and progress in their education. It is composed of three dimensions namely behavioural engagement, emotional engagement and cognitive engagement.

Secondary Schools Students

The secondary school students mean that those students studying in VIII, IX, and X standards of high schools in Kerala which follows Kerala state syllabus. In the present study secondary school students mean that those students attending standard IX in high schools of Kozhikode Revenue District which follows state syllabus.

Variables of the Study

The independent and dependent variables selected for the present study are the following

Independent Variable

School Social System

Dependent Variable

Student Engagement

Objectives of the Study

1. To find out the extent of School Social System in secondary school students for the total sample and the sub samples based on
 - a. Gender,
 - b. Locale of the school
 - c. Types of management

2. To find out the extent of Student Engagement in secondary schools for the total sample and the sub samples based on
 - a. Gender,
 - b. Locale of the school
 - c. Types of management

3. To find out whether there exists any significant difference in the mean score of Student Engagement for the subsamples based on
 - a. Gender,
 - b. Locale of the school
 - c. Type of management

4. To find out whether there exists any significant relationship between school social system and Student Engagement for the total sample and the subsamples based on
 - a. Gender
 - b. Locale of the school
 - c. Types of management

5. To find out the influence of School social system on Student Engagement for the total sample of secondary school students

Hypotheses of the Study

- There exists significant difference in Student Engagement between male and female secondary school students
- There exists significant difference in Student Engagement between urban and rural secondary school students.
- There exists significant difference in Student Engagement among secondary school students for the sub sample based on Type of management
- There exists significant relationship between the school social system and the student engagement in the total sample and the relevant subsamples based on gender, locale and types of management.
- There will be a significant influence of school social system on Student Engagement among the total sample of secondary school students

Methodology

Method

In the present study survey method was used as the method of research. For the collection of data survey method was used.

Sample

In the present study 600 students of standard IX from 12 secondary schools in Kozhikode Revenue District were selected as the sample of research.

Tools for data collection

In the present study Scale of Student Engagement was developed and standardized by the investigator with the help of supervising teacher as the tool for data collection.

School Social System Questionnaire (Farooque& Gafoor,2003) was adopted and modified in the present investigation.

Statistical techniques used for analysis

Descriptive statistics, t-test, correlation and One-Way Analysis of variance were applied as the techniques for the analysis of collected data.

Scope and Limitations of the Study

The study is an attempt to find out the extent of school social system and student engagement and compares the variables between the sub groups. The study also intends to find out the relationship between these two variables and find out the influence of school social system on student engagement of secondary school students. The sample for the study 600 students of standard IX drawn from 12 schools of Kozhikode revenue district by using the technique of stratified sampling. In the selection of sample the strata, such as, gender and locale of students and type of management of schools were considered. Though the study is restricted to one

district, the investigator hopes that the findings of the study will highlight the influence of school social system on the student engagement in secondary school students.

The results of the study will help the students to know the social system they get from the schools and their engagement with the learning activities. The study will also help the educationists, administrators, teachers and curriculum framers to design the school climate and the environment which is essential for the engagement of the students.

Every attempt has been made to make the study as objective and precise as possible. But there are some limitations also.

- The sample of the study is not state wide one. It is limited only one district, viz, Kozhikode.
- The study was conducted on the IX standard students only in the secondary schools. The study does not consider the other classes and levels of the school.
- The study was limited to one tool for collecting data regarding school social system. The other methods and techniques for understanding the social system were not employed.
- Due to the short span of time the study excluded so many other aspects related to student engagement.

In spite of the above limitations, the study is done paying utmost care in sampling, inclusion of relevant variables and systematic data collection. It is hoped that the findings of the study could be useful as well as conducive, to a large extent, for various purposes in the field of education.

Organization of the Report

Chapter I Presents a brief introduction to the problem, need and significance of the study, statements of the problem, operational definition of key terms, objectives of the study by describing sample selected, method adopted, tool employed, statistical techniques used and scope and limitations of the study.

Chapter II Deals with the theoretical framework regarding school social system and student engagement and summary of the reviewed empirical studies done in the areas of school social system and student engagement at secondary schools.

Chapter III The methodology of the study is described in detail consisting of the variables, objectives, hypotheses of the study, the selection of the sample, data collection, tools used to collect data and statistical techniques used for analysis of data.

Chapter IV Deals with the statistical analysis of the data collected for the study, discussion of results and findings of the study.

Chapter V gives the summary of the study, major findings, conclusions, educational implications of the study and suggestions for further research in this area.

Chapter II

REVIEW OF RELATED LITERATURE

- ❖ **Theoretical Framework**
- ❖ **Review of Related studies.**

REVIEW OF RELATED LITERATURE

One of the most important steps in the research process is doing a thorough review of related literature on the topic selected. A review of related literature is the process of locating, obtaining, reading and evaluating the research literature in the area of interest. The most important reason for a Review of related literature is to avoid duplication of the effort. Another advantage is that a review of literature keeps you up - to- date on current empirical or theoretical controversies in a particular research area. Best and Khan (2004) say this step helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation. It is a valuable guide to defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study design and sources of data.

In the field of research, the investigator needs to collect up to date information about what has been thought and done in the particular area from which he/she intends to take up a problem for research. This past knowledge and experience will provide valuable information regarding the effectiveness of the research. Reviewing the related literature is the only means to collect the recorded knowledge of the past. The search for the related literature, though time-consuming, is a fruitful phase as it serves the investigator a variety of background functions preparatory to the actual collection of data.

The present study is an attempt to find out the extent of school social system and student engagement, compare the two variables in the relevant sub samples, and find out the relationship between these two variables and to find out the influence of school social system on student engagement in secondary school. For this purpose, the investigator made an earnest effort to review almost all the available literature from different sources to get background information for the study.

The studies reviewed are described under the following major headings:

Theoretical background

Review of related studies

Theoretical Background of School Social System

Many theories try to explain the nature of school organizations. Among them, social systems theory has been one of the most realistic models for schools. Talcott Parsons was the first formulator of Social systems theory. They are based on interpersonal relationships regardless of their size and complexity, and they consist of individual actors interacting in a culturally structured system full of shared symbols (Parsons, 1951). Social systems have three basic characteristics called the interdependence of the parts, their organization into some sort of whole, and the intrinsic presence of both individuals and institutions (Getzels, Lipham & Campbell, 1968). After the Second World War, schools were considered as formal organizations that are structured to accomplish organizational goals. Organizational behavior was assumed to be rational and consisted of rational interactions of individuals. However, schools' goals and activities were not linked with clear lines

of communication, so people within schools were not acting to achieve collective goals that are essential in rational systems. Schools had a resemblance to natural systems that contain groups that work to achieve not only organizational goals but also their own goals.

Schools have features of both rational and natural systems and also have strong relationships with their external environment that stems from the dependence on resources and accountability. For this reason, school systems were associated with open systems perspective which is considered the integration of both formal and informal systems (Hoy & Miskel, 2005). Besides organizational roles, the behaviors of individuals were also ruled by personal needs. Researchers needed to explain how schools work under a more comprehensive model called social systems theory. Parsons, Getzels, Guba, Lipham, Campbell, Hoy and Miskel were the leading researchers who adapted this theory to schools. This theory inherits key concepts from its predecessors.

Characteristics of Schools

Characteristics of schools including structure, culture, climate, leadership, decision making and relationships among personnel will be elaborated from the perspective of the social systems theory.

Structure

In social systems, schools' structures have characteristics of rational, natural, and open systems. They have hierarchies of authority, goals, and role expectations similar to bureaucratic organizations. Individual needs affect employee behavior,

organizational goals are not firm, informal organizations derive from interactions among individuals, and schools have to interact with their environment.

Culture and Climate

Distinguishing culture from the climate is a difficult one and vice versa. They share many things in common, but still, there are differences between them "whereas climate is about feelings and behavior, culture is more focused on values, beliefs, and assumptions underlying feelings and behaviour" (Kowalski, 2010). Climate represents an organization's distinguishing characteristics, feeling and behavior that can be presented with a framework which consists of four elements: physical frame is the physical factors of a school like equipment and classrooms, social frame is the social environment mostly related to social behavior of individuals within a school, structural frame represents factors such as hierarchy, authority, role, and symbolic frame is the parts of culture like believes, norms, values (Kowalski, 2010)

Leadership and Decision Making

In social systems of schools, an important aspect of leadership is the quality and systematic effects of functions and behaviors of principals as leaders. Principals' behaviors can be inspected under social systems theory. In many schools, principals' social behavior surrounds all other individuals and processes from decision making to the evaluation of organizational efficiency

Relationships

Social organizations like schools are stemmed from interaction among people both within and outside of the organization. Relationships with-in school building and with the community are essential elements of socialization and have a significant impact on many vital processes. Building and maintaining relationships can be considered as a process by which principals and teachers link learning that occurs inside and outside of the building (Kowalski, 2010). Since the social behavior forms those interactions, its perspective can be useful to some extent in analyzing relationships.

Social systems theory has been a sound perspective to explain the working of schools. It offered scholars to consider the many aspects of school organizations that are full of social beings. Schools are different from profit organizations, for they produce public service instead of goods. Mechanistic views fail to focus on the human relations side of educational settings. Therefore it is more rational to think schools through the lens of social systems theory. A vast amount of research is carried out to investigate teachers', administrators', students' and parents' perceptions of many variables mostly related to interactions among those people in schools.

Some school settings are more conducive to positive educational experiences than others. The term used to refer to the organizational setting of a school is 'school climate', which comprises of four components namely ecology, the milieu, the social system and culture of the school. The ecology of the school involves all the physical and material aspects of the school. The school milieu refers to individual student and teacher characteristic. The social system category includes the patterned

relationship among role groups in school-students, teachers, administrators and parents. This category gets at the internal processes within schools that reveal how people work with one another. Important variables include organizational arrangements, instructional approaches, leadership, communication, decision making, interpersonal relationships, and levels of participation and involvement (Bacharach & Mitchell,1992). School infrastructure also reflects the cultural inequities and imbalances of the larger society. Even though the widely accepted values, norms, assessments, and practices described here are indicators of school culture.

Hunt and coworkers (2000) have suggested that school climate has four domains and that to achieve a positive school climate; these domains must have the following characteristics:

- **Physical Safety.** The physical environment must be safe, and welcoming, and must support learning.
- **Social Relationships.** The school must encourage positive communication and interaction among students, teachers, and the wider community.
- **Emotional Environment.** Students must feel emotionally supported to encourage high self-esteem and a sense of belonging.
- **Academic Support.** The academic environment must be conducive to learning and achievement for all students.

Any social system is related to the environment. Schools are miniature forms of society. As a social system, the school consists of different structures that depend

on each other. A school has a complex network of social relationships with unique culture, making it a unique social system. The school is an important organization that prepares children for future roles. Individuals are the key elements of a social system. In school, students, teachers and school administration bring their needs, beliefs, goals and hence their course and academic understanding of their roles within the school system. Their working culture has a strong effect on the quality of education. School climate and culture are two concepts that have come to be used interchangeably in the study of effective school. Some school settings are more conducive to positive educational experiences than others. The most common label used to describe the organizational setting of a school is “school climate”. The clearest explication of the climate concept is given by Anderson (1982). She argued that school climate is best regarded as the total environmental quality within an organization using a typology first proposed by Tagiuri (1968) that conceptualizes climate into four components:- The ecology, the milieu, the social system and the culture of the school.

- The ecology of the school involves all the physical and material aspects of the school such as building characteristics, finances and size.
- The school milieu refers to individual student and teacher characteristics such as background characteristics like experience, education, income and race as well as morale.
- The social system category includes the patterned relationship among role groups in school students, teachers, administrators and parents. This category

gets at the internal processes within schools that reveal how people work with one another.

- The culture of the school consist assumptions, values, norms, beliefs, and ways of thinking, behavior patterns, and artifacts.

Important variables of the school social system includes organizational arrangements, instructional approaches, leadership, communication, decision-making, interpersonal relationships, and levels of participation and involvement (Bacharach & Mitchell, 1992). According to Wilson,et al., (1994) the concepts being measured are, safe and orderly environment, clear school mission, instructional leadership, high expectations, opportunity to learn and student time on task, frequent monitoring of student progress and positive home- school relations.

Theoretical Background of Student Engagement

Education is primarily a social phenomenon and activity. As other social phenomena, education concept is a phenomenon which is tried to be described in different ways and through considering many aspects. Schools are complex social structures in which students, teachers and school administrators interact with each other and educational experiences of the child are shaped. In this context educational intuitions and schools as embodied structures of them must follow both other various social organizations like family and global changes and developments. 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 inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged." Stronger student engagement or improved student engagement are common instructional objectives expressed by educators.

In many contexts, student engagement may also refer how school leaders, educators, and other adults might engage students more fully in the governance and decision-making processes in school, in the design of programs and learning opportunities, or the civic life of their community. For example, many schools survey students to determine their views on any number of issues and then use the survey findings to modify policies or programs in ways that honor or respond to student perspectives and concerns. Students may also create their questions, survey their peers, and then present the results to school leaders or the school board to advocate for changes in programs or policies. Some schools have created alternative forms of student governance, student advisory committees, student appointments to the school board, and other formal and informal ways for students to contribute to the governance of a school or advice superintendents, principals, and local policymakers. These broader forms of "student engagement" can take a wide variety of forms—far too many to extensively catalog here. Yet a few illustrative examples include school-supported volunteer programs and community-service requirements (engaging students in public service and learning through public service), student organizing (engaging students in advocacy, community organizing, and constructive protest), and any number of potential student-led groups, forums, presentations, and

events (engaging students in community leadership, public speaking, and other activities that contribute to "positive youth development").

The term student engagement has grown in popularity in recent decades, most likely resulting from an increased understanding of the role that certain intellectual, emotional, behavioral, physical, and social factors play in the learning process and social development. The concept of student engagement typically arises when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that either enhance or undermine learning for students.

Dimensions of Engagement

Engagement is more than involvement or participation – it requires feelings and sense-making as well as activity (Harper and Quaye, 2009a, 5). Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation. Engagement at a school level, Fredricks, Blumenfeld and Paris (2004, 62-63), drawing on Bloom (1956), usefully identify three dimensions to student engagement, as discussed below:

- Behavioural engagement

Students who are behaviourally engaged would typically comply with behavioural norms, such as attendance, involvement, and would demonstrate the absence of disruptive or negative behaviour.

- Emotional engagement

Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.

- Cognitive engagement

Cognitively engaged students invests in their learning, would seek to go beyond the requirements, and would relish challenge.

They propose that each of these dimensions can have both a 'positive' and a 'negative' pole, each of which represents a form of engagement, separated by a gulf of non-engagement (withdrawal, or apathy). The terms 'positive' and 'negative' are used here not to denote value judgment, but rather to reflect the attitude implied in much of the literature that compliance with expectations and norms indicates internalization and approval, and is thus seen to be productive, whereas behaviour that challenges, confronts or rejects can be disruptive, delaying or obstructive, thus seen to be counter-Productive. This is not to deny that, for individual academics, evidence of critical engagement among their students is viewed as a positive indicator of success. Thus, one can engage either positively or negatively along the behavioural, emotional or cognitive dimensions.

Similarly, Hu and Kuh (2001, 3) define engagement as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes". Thus the student engagement scale is designed in the form of three point Likert type scale. It is composed of three dimensions namely behavioural engagement, emotional engagement and cognitive engagement.

- Behavioural Engagement: students' participation in education, including the academic, social and extracurricular activities of the school
- Emotional Engagement: students' emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school)
- Cognitive Engagement: students' investment in their learning (motivation and self-regulation).

Student engagement is key to student achievement and retention (Krause & Coates, 2008) with notions of success and student engagement inextricably intertwined. Tinto (2014) says succinctly, 'engagement matters' (p. 20). But engagement is a complex and contested construct with multiple theories and a plethora of reviews (e.g., Trowler & Trowler, 2010, Zepke & Leach, 2010). Kahu's (2013) critical analysis of the literature identified three approaches to engagement: behavioural, emphasising student behaviours and teaching practices (stemming from Astin's early work); psychological, viewing engagement as an internal psychosocial process with behavioural, cognitive and affective dimensions (Fredricks et al., 2004); and sociocultural, emphasising the broader social context of engagement (e.g., Mann, 2001). Drawing these approaches together, Kahu (2013) proposes an integrative framework which emphasises engagement as a variable state that is influenced by a wide array of student and institutional factors, as well as by the socio-political context within which the students, teachers and institutions are situated. The framework also acknowledges the outcomes of engagement: it is through being engaged with their study that students learn and thus not only acquire skills and knowledge, but also experience academic success and personal growth.

Bryson (2014), and Astin (1984), suggests that student engagement is a black box and draws on a metaphor of quantum mechanics to argue that the complexity of student engagement is such that we cannot measure or map all of its properties. Like Kahu (2013), he argues that institutional factors and structural factors in a student's background are related to student engagement, and engagement results from the complex interplay between factors. However, both these contributions are limited, in that neither has identified 'mediating mechanisms' underpinning that interplay – in order to improve student success, we need to better understand how the various factors interact and impact student engagement and therefore success.

Review of Related Studies on School Social System

Daily, Shay et al, (2019) conducted a study on School Climate and Academic Achievement in Middle and High School Students. The purpose of this study was to determine the associations between 10 school climate domains and academic achievement among middle and high school students. Significant main effects were found for all school climate domains and varied between middle and high school students apart from academic support. Effect sizes ranged from small to medium, with academic support demonstrating the strongest effects among both middle and high school students. Findings suggest school climate is associated with academic achievement for both middle and high school students.

Vedavathi (2017) conducted a study on work values of secondary school Heads and School organizational climate. The sample considered 220 secondary school heads of South Canara District at Karnataka State in India by stratified random sampling technique including government, private aided, private un-aided

and minority schools. The Data was collected by using Work Values scale and SOCDQ. The study found that there is no significant difference between the work values of secondary school Heads working in different School climates and found significant difference in school climates with different types of schools

Lee, Jung-Sook (2012) underscored a study to examine relationships between students' perceptions of the schoolsocialenvironment and student outcomes, using data from the Program for International Student Assessment. The sample comprised 3748 fifteen-year-old 9th and 10th graders from 147 schools. The two-dimensional approach of parenting typology was here applied to the schoolenvironment. The results partially supported the advantage of authoritative schools with high levels of both demandingness (academic press) and responsiveness (the teacher–student relationship). Supportive teacher–student relationships and academic press were significantly related to behavioral and emotional student engagement whereas only the teacher–student relationship was a significant predictor of reading performance. The effects of the teacher–student relationship on student outcomes were not contingent on academic press of the school.

Opendakker, Maulana, and Brock (2012) conducted a study to explore the developmental changes of teacher–student interpersonal relationships as well as that of academic motivation among first-grade secondary school students. In addition, the link between teacher–student interpersonal behaviour and academic motivation across the school year was investigated. The data were collected 5 times within a school year, from 566 students of 20 mathematics and English classes, from 3

secondary schools in The Netherlands. Analysis of within-year changes in teacher–student interpersonal relationships revealed that the quality of relationships decreased over time. The decrease was more pronounced for Proximity than for Influence. Moreover, students' controlled motivation increased slightly, while autonomous motivation decreased systematically over time. Teacher–student interpersonal relationships are significant predictors of autonomous motivation.

Debora *et al.* (2011) conducted a study on the Influence of Affective Teacher–Student Relationships on Students' School Engagement and Achievement: A Meta-Analytic Approach. A meta-analytic approach was used to investigate the associations between affective qualities of teacher–student relationships (TSRs) and students' school engagement and achievement. Results were based on 99 studies, including students from preschool to high school. Separate analyses were conducted for positive relationships and engagement, negative relationships and engagement, positive relationships and achievement, and negative relationships and achievement. Overall, associations of both positive and negative relationships with engagement were medium to large, whereas associations with achievement were small to medium. Some of these associations were weaker, but still statistically significant, after correction for methodological biases. Overall, stronger effects were found in the higher grades. Nevertheless, the effects of negative relationships were stronger in primary than in secondary school.

Kuperminc *et al.* (2001) another effort on school social climate and individual differences in vulnerability to psychopathology among middle school students The present study used a person-environment-fit framework to examine the

interaction of psychological vulnerabilities and perceptions of schoolclimate to explain the emergence of behavioral and emotional problems during the middle schoolyears. Cross-sectional and 1-year longitudinal analyses were conducted using data from 230 female and 230 male sixth- and seventh-grade students, attending a large ethnically and socioeconomically diverse middle school. Positive perceptions of schoolclimate moderated the negative effects of self-criticism on both internalizing and externalizing problems and of a lack of efficacy on internalizing problems. Youth with high levels of self-criticism did not show expected increases in internalizing and externalizing problems when they perceived a positive schoolclimate. Results were consistent with the idea that careful attention needs to be given to the social-emotional environment of middle schools, particularly for young adolescents preoccupied with issues of self-definition.

Songsiri (2000) studied the leadership behavior of secondary school administration in relation to organizational climate and team development. In total 8000 secondary teachers and 1000 administrators were selected from Gujarat state. Multi stratified random sampling technique was used for sample selection. The data were collected with the help of schedule, Leadership Behavior scale, organizational climate scale and team development measuring scale constructed by the researcher. The findings of the study reveal that there was a significant difference between mean scores of leadership behavior of secondary school administrators belonging to different groups of sex. Female administrators have greater value of mean scores of leadership behavior than male administrators. There was significant relationship between the leadership behavior of secondary school administrators and the organizational climate.

Sweetland and Hoy (2000) conducted a study on school characteristics and educational outcomes: toward an organizational model of student achievement in middle schools. This research first considers the relationship between school climate and teacher empowerment, then the relationship between teacher empowerment and school effectiveness, which includes measures of mathematics and reading achievement in 86 middle schools. The results support the pivotal importance of teacher empowerment in the effectiveness of schools. Finally, a theoretical model is proposed to explain the linkages between organizational characteristics and student achievement.

Bulach et al., (1998) found that teacher's views of teacher-principal interactions were related to school climate. "The principal's instructional leadership behaviors affect the climate and instructional organization. Principal's behaviors are related to school climate, e.g. effective communication, teacher advocacy, participatory decision making and equitable evaluation procedures. The classic school climate is the result of reformed actions and behaviors of the school community including stake holders, teachers, pupils, parents etc.

Panda (1995) studied that open and controlled climate seemed to be more conducive and favorable on the part of the students to secure high percentage of marks than their counter parts. An 'unhealthy' or ineffective climate in a school can lead to a collapse in school activities and could in the end cause a school to become dysfunctional. Determination of a school climate and formulation of management strategies in order to establish a more effective school climate is therefore of critical importance for the educational leader, in this case, the principal.

Begum (1992) conducted a study on institutional climate and teaching effectiveness. It was found that variables like locality, type of management, type of school, teachers' strength, and year of establishment could not significantly influence the institutional climate and teaching effectiveness of secondary school teachers. Further, it was found that institutional climate has significantly influenced the teaching effectiveness of secondary school teachers. Only Factor A of personality factors could influence the teaching effectiveness. Multiple regression analysis on institutional climate revealed that academic amenities, school activities, year of establishment and physical facilities entered into the regression analysis and accounted for 59.45 percent of variance in the institutional climate. Multiple regression analysis on teaching effectiveness revealed that school activities, academic amenities, inter-personal relations, finance and management, physical facilities, qualifications, age, experience and gender entered into the regression analysis. It also accounted for the regression analysis, for 57.29 percent in the dependent variable i.e., teacher effectiveness.

Sharma (1973) described in a study by using both the R-techniques and the Q- techniques and identified six types of climate. These are open climate, autonomous climate, familiar climate, controlled climate, paternal climate and closed climate. Since organizational climate varies from school to school. It has its varying effect on students, academic performance. The number of researchers studied impact of school climate over the past two- three years. The study reveals that the majority of the Indian school has a closed climate followed by open and autonomous climate. Students were more satisfied in an autonomous and open climate than in closed and paternal climate.

Review of related studies on student engagement

Dennie. et.al. (2019) conducted a study on the impact of teacher–student relationships and classroom engagement on student growth percentiles of 7th and 8th grade students. The study examined the extent that teacher–student relationships (TSR) influenced basic psychological needs, engagement, and student growth using the self-systems process model as a framework using structural equation modeling. The findings of the study supported prior research that a TSR positively influenced levels of engagement in the classroom and, consequently, student outcomes as measured by classroom grade point average (GPA) and standardized assessment results. It was also determined that TSR, basic psychological need satisfaction, and level of engagement do not influence SGP.

Lancaster and Lundberg (2019) underscored a study on the Influence of Classroom Engagement on Community College Student Learning: A Quantitative Analysis of Effective Faculty Practices. The objective of the study is how faculty behaviors and course decisions best predict learning gains for students and how the identified engaging practices vary based on faculty employment status, course experience, course level taught, and teaching area. The sample was taken from students and faculty at one community college with a Hispanic-serving designation in California. Among the 16 significant predictors, seven were identified as having the strongest effects and served as dependent variables to determine whether there were significant differences in use of these practices among faculty groups. In addition, faculty teaching only college-level courses perceived better quality

relationships with their students than faculty who taught only developmental courses.

In a research study by Arjomandi, et.al (2018) on the topic *Active Teaching Strategies and Student Engagement: A Comparison of Traditional and Non-traditional Business Students*. This study is a comprehensive analysis of student engagement for different groups of students, many of which may be classified as "nontraditional". The research highlights the role that active teaching strategies may play in this engagement framework. An important contribution of this research is to show that non-traditional students generally display greater engagement than traditional students. However, while there is a strong connection between active teaching strategies and engagement for traditional students, this link is weak for non-traditional students. The results highlight the need for greater inclusiveness in the design of active teaching strategies.

Goudih, Abdallah, and Benraghda (2018) conducted a study on *Student Engagement and adjustment to College among Undergraduate Students*. This study aims to investigate the relationship between these two variables and the differences that can be drawn in the context of undergraduate students at International Islamic University of Malaysia (IIUM). Three types of adjustments namely; (academic adjustment, social adjustment, and personal emotional adjustment) were measured by SACQ. In addition, three types of student engagements (peer-to-peer engagement, engagement with faculty, and engagement with the university) were assessed using the accredited National Survey of Student Engagement (NSSE). 446 students were involved in the current study. The findings of this study revealed that

a moderate relationship between adjustment to college and student engagement. The overall findings suggest relatively low involvement which would allow the institution the opportunity to develop their programs to increase student engagement and encourage students to graduate on time.

Pham, Murray and Good (2018) conducted a study on Grades, Behavior, and Engagement of Adolescents with Disabilities: An Examination of Social Relationships among Students, Parents, and Teachers. This study investigates associations between teacher-parent relationships, teacher-student relationships, student's disability, socioeconomic status, racial/ethnic backgrounds, and school performance among 228 high school students. Findings from correlational analyses reveals that associations between (a) teacher-student and teacher-parent relationships, (b) teacher-parent relationships and students' disability type and socioeconomic status, and (c) teacher-parent relationships and students' grades, behavior, with engagement in school.

Woods, Mcniff, and Coleman (2018) conducted a study titled as comparative analysis: assessing student engagement on African - American male student-athletes at NCAA divisional and NAIA institutions. The purpose of this study was to analyze whether a significant difference exists in the three levels of student engagement, (a) academic challenge, (b) active and collaborative learning, and (c) student--faculty interaction among male African-American student-athletes. The study utilized the 2013-2014 secondary data from the National Survey of Student Engagement (NSSE). The results supported the conclusion that there was a significant difference in academic challenges between African-American male student-athletes. The results

illustrated that NCAA Division III institutions provided support systems that focused to help African-American male student-athletes to be more engaging in educational activities, while assisting them with psychological coping mechanisms that may contribute to completing college more efficiently than their counterparts at NCAA Division I, II, and NAIA institutions.

Xerri, Radford and Shacklock, (2018) described in a study on student engagement and academic activities: a social support perspective. This study is investigating the influence of student connectedness (relationships with peers and teachers), motivation to study (sense of purpose) and perception of workload upon student engagement in academic activities. During 2015, a total of 209 students responded to a survey distributed to first-year undergraduate students enrolled in a university business school in Queensland, Australia. Structural equation modeling was used to investigate the proposed relationships. Results suggest that student-student (peer) relationships, teacher-student relationships, and students' sense of purpose for studying a higher education degree, were connected to student engagement in academic activities. In addition, teacher-student relationships, and a strong sense of purpose were connected to perceptions of student workloads. Finally, sense of purpose was found to moderate the relationship between both teacher-student and student-student relationships and also, perceptions of workload and student engagement.

Dykstra, Jessica and Watson (2015) conducted a study on Student Engagement in the Classroom: The Impact of Classroom, Teacher, and Student Factors. This descriptive study was designed to examine joint engagement and its

relationship with classroom factors and student characteristics. The sample included twenty five elementary and middle school students with ASD. Mixed level modeling was used to examine relationships between joint engagement and classroom factors and student characteristics. Joint engagement was significantly related to group size, use of student-directed practices, autism severity, and expressive communication skills. These findings have important implications for educational policies and practices and future research related to engagement and effective interventions for students with ASD.

Bundick *et al.* (2014) conducted a study on Promoting Student Engagement in the Classroom. The purpose of the present study seeks to summarize and synthesize the literature on student engagement, providing both a greater appreciation of its importance as well as a context for how it might be better understood at the classroom level. It considers how the primary elements of the classroom environment-- the student, the teacher, and the content--interact to affect engagement, and proposes a conceptual framework for understanding how student engagement may be promoted in the classroom. This study combines a review of the extant research on the structure and correlates of student engagement, with elements of an analytic essay addressing how selected literature on motivation and classroom instruction may be brought to bear on the understanding and promotion of student engagement in the classroom. This study offers a variety of research-based practical suggestions for how the proposed conceptual model--which focuses on student--teacher relationships, the relevance of the content to the students, and teachers' pedagogical and curricular competence--which can be applied in classroom settings.

Bormann (2014), investigated a study on Affordances of flipped learning and its effects on student engagement and achievement. When an increasing interest focuses on the effectiveness of the flipped classroom, it is important to understand how the concept of flipped learning shifts pedagogy. Therefore, the purpose of this study was to explore the effectiveness of a flipped classroom model on student engagement and achievement as well as the affordances of a flipped model vs. that of a traditional model. The major findings reveal that flipped learning can afford students a more engaging environment that can lead to higher achievement and a better preparedness for 21st-century learning and work environments.

TeWang, Jacquelynne and Eccles (2013) studied on School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. This longitudinal study adopts a multidimensional perspective to examine the relationships between middle school students' perceptions of the school environment, achievement motivation (academic self-concept and subjective task value), and school engagement (behavioral, emotional, and cognitive engagement). Participants were from an ethnically diverse, urban sample of 1157 adolescents. The findings indicated that student perceptions of distinct aspects of the school environment contributed differentially to the three types of school engagement. In addition, these associations were fully or partially mediated by achievement motivation. Specifically, student perceptions of the school environment influenced their achievement motivation and in turn influenced all three types of school engagement, although in different ways. Moderation effects of gender, ethnicity, and academic ability were also discussed.

Corso *et al.* (2013) conducted a study on the topic Where Student, Teacher, and Content Meet: Student Engagement in the Secondary School Classroom. The degree to which students think, feel, and act engaged in school plays a vital role in their chances for academic and life success, yet levels of student engagement remain low. In this study, they focus specifically on how engagement works in the classroom, namely as a function of the interactions between students, teachers, and the class content. They propose a model in which student engagement in the classroom can be understood as emanating from the relationships between students and teachers; teacher levels of content and pedagogical expertise; and the degree to which students see the class content as relevant to their current interests, future goals, and identities.

Reyes *et al.* (2012) conducted a study on Classroom emotional climate, student engagement, and academic achievement. The emotional connections students foster in their classrooms are likely to impact their success in school. Using a multi method, multilevel approach, this study examined the link between classroom emotional climate and academic achievement, including the role of student engagement as a mediator. Data were collected from 63 fifth- and sixth-grade classrooms (N = 1,399 students) and included classroom observations, student reports, and report card grades. As predicted, multilevel mediation analyses showed that the positive relationship between classroom emotional climate and grades was mediated by engagement, while controlling for teacher characteristics and observations of both the organizational and instructional climates of the classrooms.

Fredricks and McColskey (2012) underscored a study on the Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-report Instruments. This study contributes to our understanding of the measurement of student engagement in three ways. First, we describe strengths and limitations of different methods for assessing student engagement (i.e., self-report measures, experience sampling techniques, teacher ratings, interviews, and observations). Second, we compare and contrast 11 self-report survey measures of student engagement that have been used in prior research.

Kahu (2011) conducted a study on framing student engagement in higher education. This study firstly reviews and critiques the four dominant research perspectives on student engagement: the behavioural perspective, which foregrounds student behaviour and institutional practice; the psychological perspective, which clearly defines engagement as an individual psycho-social process; the socio-cultural perspective, which highlights the critical role of the socio-political context; and, finally, the holistic perspective, which takes a broader view of engagement. The key problems identified are: in particular poor definitions and a lack of distinction between the state of engagement, factors that influence student engagement, and the immediate and longer term consequences of engagement. The second part of the article presents a conceptual framework that overcomes these problems, incorporating valuable elements from each of the perspectives, to enable a better shared understanding of student engagement to frame future research and improve student outcomes.

Dotterer, and Lowe (2011), conducted a study on Classroom Context, School Engagement, and Academic Achievement in Early Adolescence. Classroom context and school engagement are significant predictors of academic achievement. These factors are especially important for academically at-risk students. Grounded in an ecological systems perspective, this study examined links between classroom context, school engagement, and academic achievement among early adolescents. We took a multidimensional approach to the measurement of classroom context and school engagement, incorporating both observational and self-reported assessments of various dimensions of classroom context (instruction quality, social/emotional climate, and student–teacher relationship) and school engagement (psychological and behavioral engagement). Using data from the NICHD Study of Early Child Care and Youth Development, we tested whether school engagement mediated the link between classroom context and academic achievement among 5th grade students, and whether these pathways were the same for students with previous achievement difficulties identified in 3rd grade. Participants included 1,014 children (50% female) in 5th grade (mean age = 11). The majority of the participants were white (77%) and 23% were children of color. Results indicated that psychological and behavioral engagement mediated the link between classroom context and academic achievement for students without previous achievement difficulties. However, for students with previous achievement difficulties psychological and behavioral engagement did not mediate the link between classroom context and academic achievement. These results suggest that improving classroom quality may not be sufficient to improve student engagement and achievement for students with

previous achievement difficulties. Additional strategies may be needed for these students.

Singh *et al.* (2010), investigated a study on Mathematics and Science Achievement: Effects of Motivation, Interest, and Academic Engagement. The purpose of the present study was to examine the effects of 3 school-related constructs—motivation, attitude, and academic engagement—on 8th-grade students' achievement in mathematics and science. Although cognitive abilities of the students and their home backgrounds are important predictors of achievement, in recent years affective variables have emerged as salient factors affecting success and persistence in mathematics and science subject areas. They used structural equation models to estimate and test the hypothesized relationships of 2 motivation factors, 1 attitude factor, and 1 academic engagement factor, on achievement in mathematics and science. Results supported the positive effects of the 2 motivation factors, attitude and academic time on mathematics and science achievement. The strongest effects were those of academic time spent on homework.

Appleton, Christenson and Furlong (2008) conducted a study on Student engagement with school: Critical conceptual and methodological issues of the construct. The study supports the connection between engagement, achievement, and school behavior across levels of economic, social advantage and disadvantage. Despite increasing interest and scientific findings, a number of interrelated conceptual and methodological issues must be addressed to advance this construct, particularly for designing data-supported interventions that promote school completion and enhanced educational outcomes for all students. The main concern

of the need of implementing to (a) develop consensus on the name of the construct, (b) identify reliable measures of the dimensions of the construct, and (c) complete the construct validation studies needed to move research and intervention forward.

Marks (2000), conducted a study on Student Engagement in Instructional Activity: Patterns in the Elementary, Middle, and High School Years. Although student engagement with the intellectual work of school is important to students' achievement and to their social and cognitive development, particularly in the classroom, Examining several theoretical perspectives that attempt to explain engagement through comprehensive frameworks, this study evaluates the effect on engagement of school reform initiatives that are consistent with the theories. The study also investigates whether the patterns exist in students' engagement, whether the patterns are consistent across grade levels, and whether class subject matter differentially affects engagement. The sample includes 3, 669 students representing 143 social studies and mathematics classrooms in a nationally selected sample of 24 restructuring elementary, middle, and high schools. Because of the nature of the nested data. The reform initiatives, which are consistent with the theories, eliminate personal background effects. Together with classroom subject matter, they substantially influence engagement. The results are generally consistent across grade levels.

Conclusion

From the review of related literature, it is found that there are considerable numbers of studies on student engagement and learning but not exactly on school social system. Research in the case of school social system is relatively found

unexplored area; not many studies have been under taken in this area. Instead of school social system, the related aspects like school climate, organizational climate, and school culture were studied by many researchers. Student engagement in academic activities is a critical factor contributing to the overall success of students studying in educational institutions. Yet the factors influencing student engagement in academic activities are still largely unknown. This study begins to address this knowledge gap by investigating the influence of the school social system upon student engagement in academic activities.

METHODOLOGY

- ❖ **Variables of the study**
- ❖ **Objectives of the study**
- ❖ **Hypotheses of the study**
- ❖ **Tool employed for the study**
- ❖ **Selection of sample**
- ❖ **Data collection procedure**
- ❖ **Scoring and consolidation of data**
- ❖ **Statistical techniques used for analysis**

METHODOLOGY

Research methodology is a way to systematically solve the research problem. It is a process which reveals all the methods and techniques followed by the researcher during the course of research work. The success of any research work depends largely upon the suitability of the methods, tools and techniques followed by the researcher in collecting and processing data. Thus the role of methodology is inevitable to carry on the research work in a scientific and valid manner.

The methodology of the present study has been described under the following headings. viz,

- Variables of the study
- Objectives of the study
- Hypotheses of the study
- Tool employed for the study
- Selection of sample
- Data collection procedure
- Scoring and consolidation of data
- Statistical techniques used for analysis

The detailed description of each of the above is given below.

Variables of the Study

The present investigation has the following dependent and independent variables.

Dependent variable. The dependent variable of the study is student engagement.

Independent variable. The independent variable of the study is school social system.

Objectives of the Study

The objectives of the study are the following.

1. To find out the extent of School Social System in secondary school students for the total sample and the sub samples based on
 - a. Gender
 - b. Locale of the school
 - c. Types of management
2. To find out the extent of Student Engagement in secondary schools for the total sample and the sub samples based on
 - a. Gender
 - b. Locale of the school
 - c. Types of management
3. To find out whether there exists any significant difference in the mean score of Student Engagement for the subsamples based on

- a. Gender
 - b. Locale of the school
 - c. Type of management
4. To find out whether there exists any significant relationship between school social system and Student Engagement for the total sample and the subsamples based on
- a. Gender
 - b. Locale of the school
 - c. Types of management
5. To find out the influence of School social system on Student Engagement for the total sample of secondary school students

Hypotheses of the Study

- There exists significant difference in Student Engagement between male and female secondary school students
- There exists significant difference in Student Engagement between urban and rural secondary school students.
- There exists significant difference in Student Engagement among secondary school students for the sub sample based on Type of management
- There exists significant relationship between the school social system and the student engagement in the total sample and the relevant subsamples based on gender, locale and types of management.

- There will be a significant influence of school social system on Student Engagement among the total sample of secondary school students

Method of the Study

The purpose of the present study is to investigate the influence of School Social System on Student Engagement in secondary schools. Survey method was used by the investigator in order to collect necessary information.

Sample Used for the Study

The population concerned for the study is the secondary school students of Kerala, which is a huge and infinite one. The investigator therefore conducted the study using a sample of 600 students of standards IX drawn from the various schools of Kozhikode district, selected through stratified random sampling technique. Due representation was given to different strata like gender, locale and type of management of schools.

Details of the sample selected for the study are given table 1.

Table 1

Details of the sample selected for the study

	Sample	Size
Gender	Girls	300
	Boys	300
Locality	Urban	350
	Rural	250
	Government	154
Type of management of schools	Aided	214
	Unaided	232
Total		600

From the 620 response sheets received, those which were found incomplete were discarded. The complete answer sheets of the final sample were consolidated for further analysis and all entries were coded using numbers for facilitating computer feeding.

Tools Used for Data Collection

Selection of appropriate tool is a vital importance for successful research. In order to find out the extent of school social system and student engagement, relationship between these two variables and to find out the influence of school social system on student engagement, the investigator used school social system questionnaire and Scale of student engagement.

Description of the Tools

School Social System Questionnaire (Gafoor & Farooque, 2003 Modified version)

The tool, school social system questionnaire to be administered to students, is adopted and modified by the investigator with the help of the supervising teacher.

Planning

The tool is developed in accordance with the concept of school climate (Anderson, 1982), that conceptualizes climate into four components-the ecology, the milieu, the social system and the culture of the school. The 'social system' category includes the patterned relationship among role groups in school students, teachers, administrators and parents. This category gets at the internal processes within schools that reveal how people work with one another. Important variables include organizational arrangements, instructional approaches, leadership, communication, decision making, interpersonal relationship and level of participation and involvement (Bacharach & Mitchell 1992). The concept being included in school social system are safe and orderly environment, clear school mission, instructional leadership , high expectations, opportunity to learn and student time on task, frequent monitoring of student progress and positive home school relations (Wilson *et al.*, 1994).

Thus the school social system questionnaire is designed in the form of three point Likert type scale. It is composed six sub scales viz., orderly environment,

instructional approaches, expectation and communication, interpersonal relationship, monitoring and positive home school relationship.

i. Orderly Environment

The component orderly environment measures methodically arranged physical surroundings and cautious conditions provided by the school to the students. It includes punctuality of the teachers and students, regularly engaging the classes, conducting school assembly, clear guidelines regarding the rules and regulations of the class, specifying the duties of the students and discipline of the school etc. as perceived by the students.

Example

Teacher gives instructions based on the management of school or class (Item No. 1).

ii. Instructional Approaches

The component instructional approaches quantities rules and regulations for co-curricular activities, guidelines given by teachers in project work, instructional aids used, timely completion of the portion, leadership within the class, evaluation and remedial teaching etc.

Example

Teachers use instruments, pictures, experiments and maps according to the subjects (Item No. 15).

iii. Expectation and Communication

The component expectation and communication assesses the expectation expressed by teachers about the students and perceived by student in the behaviour of the teachers such as interpersonal communication, contact and relationships.

Example

Teachers here, have a wish to make the school a success and students learn well (Item No. 23).

iv. Interpersonal Relationship

The component interpersonal relationship measures relationships within the school such as relationship between teachers and students, relationship between teachers of different subjects, relationship between headmaster and Students, involvement of the students in the different programmes of the school, influence of the teacher on students and co-operation among students etc.

Example:

Teachers are cruel and strict towards students (Item No. 32).

v. Monitoring

The component monitoring measures the extent to which frequent monitoring is done through the procedures of unit tests and class tests, monitoring the accountability of the students, evaluating participation of the students in project work and quarterly, half yearly and terminal examinations etc.

Example:

Examination during Onam and Christmas schedule have been conducted for formality (Item No. 46).

vi. Positive Home-school Relationship

The component positive home-school relationship quantifies the participation of the parents in P.T.A., communication through progress reports, relationship between the parents and teachers, frequency of parent-teacher association meetings and parents' attention to the absence of students at school etc.

Example

Conduct PTA meetings once in a month (Item No. 51).

Scoring

The three possible responses for each statement viz; always, sometimes and never receive the scores 3, 2, and 1 respectively. The scoring is reversed for negative items. Each subscale of the tool derives a separate scores which could be added together to get the score on school social system.

Standardization of the Scale

The tool was tried out in a sample of 370 IXth standard pupils from four schools of Kozhikode Revenue District. Items were selected for the final scale on the basis of item analysis. For item analysis, the method of extreme group is applied to compute the item discriminating index (Murphy and David Shofer, 1988). The

answer sheets are arranged in the ascending order of their total scores. The answer sheets are divided into three groups: (a) the 27 percent who have the highest scores (b) the 27 percent who have the lowest scores (c) middle 46 percent. The top and bottom 27 percent groups then contained 100 answer sheets each, which simplified the calculations. Since 100 is a large sample, the extent to which each item differentiates between the high and low groups is found out using two-tailed test of significance of difference between means for large independent samples. The formula used

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\sigma_1^2/N_1 + \sigma_2^2/N_2}}$$

Where,

\bar{X}_1 = Mean score for the higher group

\bar{X}_2 = Mean score for the lower group

σ_1^2 = Variance for the higher group

σ_2^2 = Variance for the lower group.

N_1 = Number of students in the higher group.

N_2 = Number of students in the lower group.

(Garrett, 1981)

The discrimination index obtained for individual items are given in Table 2.

Table 2

Discrimination Index of Items in the School Social System Questionnaire

No. of Items	t - value	No. of Items	t - value	No. of Items	t - value
1	8.02	19	8.06	37	3.66
2	4.07	20	9.24	38	5.28
3	6.87	21	6.10	39	3.41
4	3.77	22	2.10	40	4.65
5	4.84	23	9.70	41	7.72
6	2.61	24	3.16	42	3.31
7	3.06	25	5.86	43	4.79
8	5.43	26	3.49	44	7.70
9	3.73	27	5.11	45	8.13
10	5.21	28	3.36	46	7.64
11	6.43	29	4.31	47	6.97
12	2.72	30	3.24	48	5.33
13	2.96	31	4.28	49	6.54
14	3.08	32	2.88	50	2.48
15	6.31	33	2.43	51	3.62
16	7.05	34	5.03	52	3.33
17	3.42	35	3.31		
18	5.97	36	4.75		

All items are selected for the final scale.

Finalization of the scale

All the 52 statements in the school social system questionnaire were selected for the final scale after standardization procedure. All items have high discrimination index. The number of positive statements is 38 whereas there are 14 negative statements. Component wise distribution of items in the school social system questionnaire is presented in the table below.

Table 3

Component wise distribution of items in the school social system questionnaire

Sl.No	Subscales	Item numbers
1	Orderly environment	1,2,3,4,5,6,7,9.
2	Instructional approaches	8,10,11,12,13,14,15,16.
3	Expectation and communication	17,18,19,20,21,22,23,24,25,27,30,52.
4	Interpersonal relationship	29,31,32,33,34,35,36,37,38,39.
5	Monitoring	26,28,40,41,42,44,46,
6	Positive home-school relationship	45,43,47,48,49,50,51.

Reliability

“A test is valid when the performance which it measures corresponds to same performances as otherwise independently measured or objectively defined” (Garret, 1981). In the present study, validity of the school social system questionnaire was ensured through face validity. For this the investigator consulted with and interviewed experts in the field of education, and sociology departments of colleges. The items of the questionnaire were thus prepared in the least ambiguous manner, so that the subjects would be able to respond to the items without difficulty and misunderstanding. Necessary changes and additions were made to the questionnaire after an initial administration of group of 50 students. All the items are being related to the components of school social system, the investigator claims the face validity of the questionnaire.

“Reliability is the degree of consistency that the instrument or procedure demonstrates”. Whatever it is measuring, it does so consistently (Best, 1996).

The reliability coefficient of the tool was established using test-retest method on a sample of 50 students with an interval of three weeks between two administrations. The correlation between first score and second score were calculated using Pearson's product moment coefficient of correlation to ensure reliability of the tool. The reliability coefficient was found to be 0.93 which suggest that the test is highly reliable. It suggests that there is high degree of consistency in the responses which means the school social system questionnaire prepared for the students is reliable.

Validity

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion validity as the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best and Khan,2012).The items of the test are clearly stating and the options are specific and clear. Therefore the test can be considered as having face validity.

The validity of the present tool was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring(Garret,2007).The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without difficulty and misunderstanding .Hence the scale possesses face validity.

Student Engagement Scale (Radeeah & Jaseena, 2019)

The tool student engagement scale was developed and standardized by the investigator with the help of the supervising teacher.

Planning

The first step in the construction and standardization of a scale is planning of the scale. For the present study it was decided to develop a Likert type scale with responses viz., agree, undecided and disagree. The scale is used to find out the extent of student engagement among secondary school students.

The tool is developed in accordance with the concept of Student engagement by Fredricks, Blumenfeld and Paris (2004) identify three dimensions to student engagement. The three dimensions are Behavioural engagement, Emotional Engagement and Cognitive Engagement. Description of each dimension is given below.

Behavioural engagement:

Behavioural engagement refers to the students' participation in education, including the academic, social and extracurricular activities of the school. It involves doing home work, regularity, participating in school day activities, maintaining school equipments and premises neatly, respecting non-teaching staff etc. Behavioural engagement means that Students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour.

Example

I can prove my involvement in the classroom activities. (item no: 1)

Emotional engagement

Emotional engagement refers to Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. Emotional engagement involves interest, boredom, happiness, anxiety, and other affective states, any of which factors could affect learners' involvement with learning or their sustained effort in playing games, such as in the context of playing a game. Emotional engagement also involves the sense of belonging and values.

Example

I don't like building friendship with others if it is not for learning activities.
(item no: 6)

Cognitive engagement

Cognitive engagement denotes that students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge. It has been defined as “participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes” (Kuh et al., 2007), and as “the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes” (Krause and Coates, 2008, 493). It includes asking doubts to teachers, extra reading, active interest in studies, consulting experts to clarify doubts, working hard to excel in studies etc.

Example

Depending upon newspaper for gaining more knowledge. (item no: 17)

Preliminary try out / implementation of the tool

The draft tool consisted of 45 items of three point scale was administered among a sample of 370 secondary school students of Kozhikode district. Score of 3 marks were given to agree, score of two marks is given to not sure, and score of one mark is given to disagree for positive statements and inversely for negative statements.

Item Analysis

For the purpose of the item analysis 370 response sheets were selected after preliminary administration. The response sheets were scored using scoring scheme mentioned earlier. The scores obtained for each item and the total score for each individual respondent were marked separately. The response sheets were arranged according to descending order of the scores. Then the top 27% and bottom 27% respondents were taken which represented the high and low groups.

Each item in the draft is followed by three different responses such as Disagree, Not sure, Agree. A worksheet was prepared for each item for calculation of 't' - values using the formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{n_1} + \frac{\sigma_2^2}{n_2}}}$$

Where,

\bar{X}_1 = The mean of the upper group for an item

\bar{X}_2 = The mean of the lower group for the item

σ_1 = The SD of the upper group

σ_2 = The SD of the lower group

n_1 = The sample size of the first group

n_2 = The sample of the second group

The discrimination index obtained for individual items are given in Table 4.

Table 4

Discrimination Index of Items in the student engagement scale

No. of Items	t - value	No. of Items	t - value	No. of Items	t - value
1	3.23	16	3.53	31	4.92
2	2.00	17	5.41	32	3.37
3	3.03	18	4.40	33	4.18
4	2.28	19	7.62	34	3.07
5	3.40	20	4.08	35	4.25
6	3.04	21	2.71	36*	1.80
7	5.76	22	2.46	37	3.34
8	8.09	23	4.17	38	3.10
9	3.43	24	6.92	39	3.23
10	5.88	25	3.59	40	2.91
11	6.23	26	4.67	41	4.65
12	3.17	27	4.66	42	3.99
13	2.82	28	4.12	43	2.27
14	3.53	29	3.25	44*	1.95
15	4.77	30	3.44	45	2.33

*indicates the items that are rejected for the final scale

The items with 't' value more than 1.96 was selected. As per the obtained 't' value out of the 45 items 43 were selected for the final scale. Final copy of the student engagement scale is appended as Appendix II.

Finalization of the scale

Out of the 45 statements in the student engagement scale two were discarded after standardization procedure for the reason of low discrimination index. The final scale contained 43 items. The number of positive statements is 29 whereas there are 16 negative statements. Component wise distribution of items in the student engagement scale is presented in Table 5.

Table 5

Component wise distribution of items in the student engagement scale

Sl.No	Subscales	Item numbers
1	Behavioural engagement	1,5,7,8,10,13,23,24,27,33,35,38,40,41,45.
2	Emotional engagement	3,6,12,14,15,18,20,22,25,28,30,32,36,37,43.
3	Cognitive engagement	2,4,9,11,16,17,19,21,26,29,31,34,39,42,44.

Reliability

The reliability coefficient of the tool was established using test-retest method on a sample of 50 students with an interval of three weeks between two administrations. The correlation between first score and second score were calculated using Pearson's product moment coefficient of correlation to ensure reliability of the tool. The reliability coefficient was found to be 0.95 which suggest that the test is highly reliable. It suggests that there is high degree of consistency in

the responses which means the student engagement scale prepared for the students is reliable.

Validity

The validity of the scale is done through face validity. A set is said to have face validity when it appears to measure whatever the author had in mind namely what are thought was measuring (Garret,2005)

The scale was presented to the experts for correction and modification they comprehended the student engagement scale clearly and responded to items without misunderstanding. Thus student engagement scale posses face validity.

Data Collection Procedure

Administration of the Tool

As an initial step, investigator collected details of the secondary schools of Kozhikode district. Then randomly selected about twelve schools for the purpose of sampling. After fixing the Sampling, the Investigator contacted the heads of the proposed schools and obtained permission for collecting data through the formal procedures.

The data was collected from students of standard 9 of the selected schools. Sufficient copies of the tool were prepared for the purpose. In each class, the provide a general introduction about tool. Clear instructions were given to the subjects and their doubts were clarified, before marking the items. All students were given assurance as to the confidentiality of their responses. The investigator was able to

secure the full support and cooperation of the students, as well as of the teachers and principal from each school.

Scoring Procedure

The student engagement scale consists 43 statements with positive as well as negative items. There are three alternative responses for each statement as always, sometimes, and never. The respondents have to mark their responses to each item in the appropriate columns corresponding to any of the three alternatives. The responses for positive statements were scored as 3, 2, 1 respectively. The negative statements were scored reverse order.

Statistical Techniques Used

The response sheets were scored as per the scoring key prepared by the investigator. The scores obtained on the tool were then consolidated and tabulated for further analysis. The collected data were analyzed using appropriate statistical techniques as the following.

Descriptive Statistics

Arithmetic Mean (M or \bar{X})

$$M = \frac{\sum X}{N}$$

Where,

$\sum X$ = sum of the scores

N = Number of the scores

(Linn and Gronlund, 2003)

Standard Deviation (SD or σ)

$$\sigma = \sqrt{\frac{\sum X^2}{N}}$$

Where, X^2 = Square of the deviation of a score from the mean

N = Total number of scores

(Garrett, 1981)

Skewness

A distribution is said to be skewed if the value of the mean, median & mode are different and there is symmetry between the right and left half of the curve such type of curve is inclined more towards the left or right of the centre of the curve.

Skewness was calculated by using the formula.

$$SK = \frac{3 (\text{mean} - \text{median})}{\text{standard deviation}}$$

Kurtosis

The term kurtosis refers to the flatness or peakness of a frequency distribution as compared with the normal. The following formula for measuring kurtosis is

$$\text{Kurtosis} = \frac{P_{75} - P_{25}}{2(P_{90} - P_{10})}$$

Where,

P_{75} = 75th percentile

P_{25} = 25th percentile

P_{90} = 90th percentile

P_{10} = 10th percentile

Test of Significance of Difference between Means

The mean scores obtained were compared using the test of significance of difference between means for large independent samples. The formula used for finding the critical ratio is:

For large sample

$$CR = \frac{\tilde{X}_1 - \tilde{X}_2}{\sqrt{\sigma_1^2/N_1 + \sigma_2^2/N_2}}$$

Where,

\tilde{X}_1 = Arithmetic mean of the first group

\tilde{X}_2 = Arithmetic mean of the second group

σ_1^2 = Variance of the first group

σ_2^2 = Variance of the Second group

N_1 = Total sample of the first group

N_2 = Total sample of the second group

(Garrett, 1981)

Significance of Critical Ratio

If the obtained critical ratio falls between -1.96 and +1.96, the difference between the mean is said to be not significant at 0.05 level. If the critical ratio falls

outside the interval ± 1.96 , the difference is treated as significant at 0.05 level. If the obtained critical ratio falls outside the interval ± 2.58 , the difference is said to be significant at 0.01 level. For the small samples, the obtained critical ratio will be compared with the tabled value for the respective degrees of freedom. If the ratio obtained is greater than the tabled value the difference will be considered significant at the defined probability level.

Pearson's Product Moment Coefficient of Correlation

The most often used and most precise coefficient of correlation is the Pearson's product moment co-efficient of correlation (r).

The degree of relationship is measured and represented by the coefficient of correlation which can be calculated using the formula.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where,

$\sum x$ =Sum of the x scores

$\sum y$ =Sum of the y scores

$\sum x^2$ =Sum of squared x scores

$\sum y^2$ =Sum of squared y scores

N = Number of paired scores

One way ANOVA

Analysis of Variance (ANOVA) has been defined as the separation of the variance described the other group (Fisher, 1950) in its simplest form. The analysis

of variance is an effective way to determine the influence of one variable on another variable. In this study one way ANOVA technique was used by the investigator to find out the influence of school social system on student engagement in secondary schools.

Scheffe's Post-Hoc Test

As a follow up to one-way ANOVA, to know which groups are differing significantly in the mean scores of the variable, the post-hoc analysis is used to confirm the result of ANOVA.

Classificatory Techniques

The procedure of classification of subjects in to low, average and high social system groups is described as follows.

The sample categorized in to three on the basis of scores obtained from the scale of school social system of the secondary school students. For this whole sample was divided in to three groups low, average and high social system groups on the basis of mean plus half standard deviation. Hence the score of any individual falls above the mean plus half S.D. value then their school social system is considered high. If the score falls below the value then their school social system is considered low and the individual lies between these two is considered as average school social system.

Chapter IV

ANALYSIS

ANALYSIS

The analysis and interpretation of data is the key factor in every educational research. Analysis of data means studying the tabulated material in order to determine inherent facts and meanings. “Analyzing data means studying organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore new facts”, (Kaul 1984).

Analysis of data involves the application of raw data into categories’ through coding and tabulation. Analysis work after tabulation is usually based on computation of various statistical measures. Data entry and analysis software such as SPSS, Excel, are very helpful at this stage. Data analysis and interpretation is the process of assigning meaning to the collected information and determining conclusion, significance and implication of findings.

The present investigation was an attempt to explore the relationship between school social system and student engagement and to find out the influence of school social system on student engagement in secondary schools. The data analysis was collected and analyzed as per the procedure described in the previous chapter. The details about statistical analysis and discussion of results, throwing right to the objective of the study and the validity of the hypothesis are presented under the headings viz.

Objectives of the Study

The objectives formulated for the present study are as follows

1. To find out the extent of School Social System in secondary school students for the total sample and the sub samples based on
 - a. Gender,
 - b. Locale of the school
 - c. Types of management

2. To find out the extent of Student Engagement in secondary schools for the total sample and the sub samples based on
 - a. Gender,
 - b. Locale of the school
 - c. Types of management

3. To find out whether there exists any significant difference in the mean score of Student Engagement for the subsamples based on
 - a. Gender,
 - b. Locale of the school
 - c. Type of management

4. To find out whether there exists any significant relationship between school social system and Student Engagement for the total sample and the subsamples based on

- a. Gender
 - b. Locale of the school
 - c. Types of management
5. To find out the influence of School social system on Student Engagement for the total sample of secondary school students

Hypotheses of the Study

- There exists significant difference in Student Engagement between male and female secondary school students
- There exists significant difference in Student Engagement between urban and rural secondary school students.
- There exists significant difference in Student Engagement among secondary school students for the sub sample based on Type of management
- There exists significant relationship between the school social system and the student engagement in the total sample and the relevant subsamples based on gender, locale and types of management.
- There will be a significant influence of school social system on Student Engagement among the total sample of secondary school students

Preliminary Analysis

At the first step of analysis the descriptive statistics such as Mean, Median, Mode, standard deviation, skewness and kurtosis were worked out for the variables, school social system and student engagement in secondary school for total sample

and sub-samples based on gender, locale and type of management of schools done to know the basic properties of the variables.

Extent of School Social System in Secondary School Students

The results of descriptive statistics for the distribution of scores for school social system of secondary school students for total sample and sub-samples based on gender, locale and type of management of schools are presented in Table 5.

Table 5

Descriptive statistics of the variable school social system of secondary school students for the total sample.

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	600	137.02	137	136	5.66	-0.582	0.615

Table 5 shows that the obtained value of mean, median and mode of the independent variable, school social system of secondary school students are 137.02, 137 and 136 respectively for the total sample. It indicates that the value of Mean, Median and mode coincide approximately for the total sample. The indices of skewness ($sk = -0.582$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the total sample. The indices of kurtosis for school social system reveals that the distribution of scores of school social system ($K=0.615$) is leptokurtic in nature for the total sample of the secondary students.

The total Score of school social system questionnaire is 156. The mean score obtained in school social system for the total sample is 137.02. It is above the half of

the total score and hence the school social system among the Secondary School students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of school social system for the total sample is given in Figure 1.

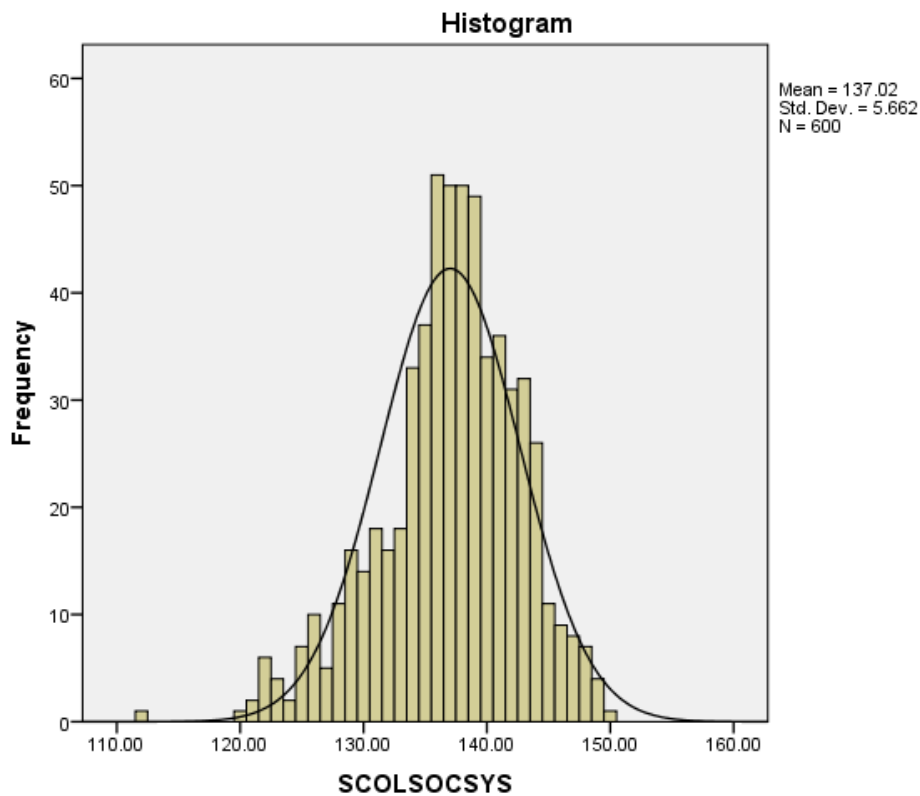


Figure 1: Graphical representation of the distribution of scores of school social system for the total sample.

From the figure 1 it is evident that the distribution of scores of school social system of secondary school students is approximately normal.

Extent of School Social System among Secondary School Students based on Gender

The results of descriptive statistics for the distribution of scores for school social system of secondary school students the sub-sample based on gender are presented in Table 6.

Table 6

Descriptive statistics of the variable school social system of secondary school male and female students.

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Male	300	137.05	137	136	5.60	-0.486	0.514
Female	300	136.99	138	137	5.74	-0.673	0.727

Table 6 shows that the obtained value of mean, median and mode of the independent variable, school social system of secondary school male students are 137.05, 137 and 136 respectively. It indicates that the value of Mean, Median and mode coincide approximately for male students. The indices of skewness ($sk = -0.486$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the male students. The indices of kurtosis for school social system reveals that the distribution of scores of school social system ($K=0.514$) is leptokurtic in nature for the male students of the secondary students.

The above table also shows that the obtained value of mean, median and mode of the independent variable, school social system of secondary school female students are 136.99, 138 and 137 respectively. It indicates that the value of Mean,

Median and mode coincide approximately for female students. The indices of skewness ($sk = -0.673$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the female students. The indices of kurtosis for school social system reveals that the distribution of scores of school social system ($K=0.727$) is leptokurtic in nature for the female students of the secondary students.

The total Score of school social system questionnaire is 156. The mean score obtained in school social system for the male sample is 137.05. It is above the half of the total score and hence the school social system among the Secondary School male students is remarkably positive.

The graphical representation of the distribution of scores of school social system for the secondary school male students is given in Figure 2.

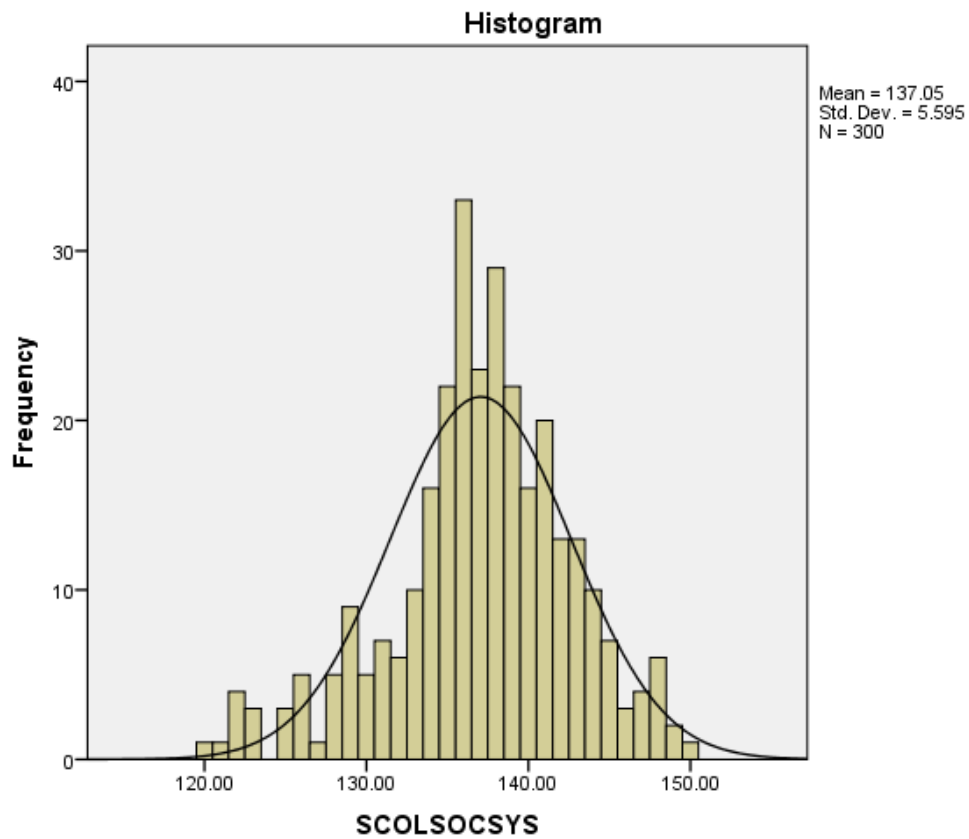


Figure 2: Graphical representation of the distribution of scores of school social system for the secondary school male students

From the figure 2 it is evident that the distribution of scores of school social system of secondary school male students is approximately normal.

The total Score of school social system questionnaire is 156. The mean score obtained for school social system among female sample is 136.99. It is above the half of the total score and hence the school social system among the Secondary School female students is remarkably positive.

The graphical representation of the distribution of scores of school social system for the secondary school female students is given in Figure 3.

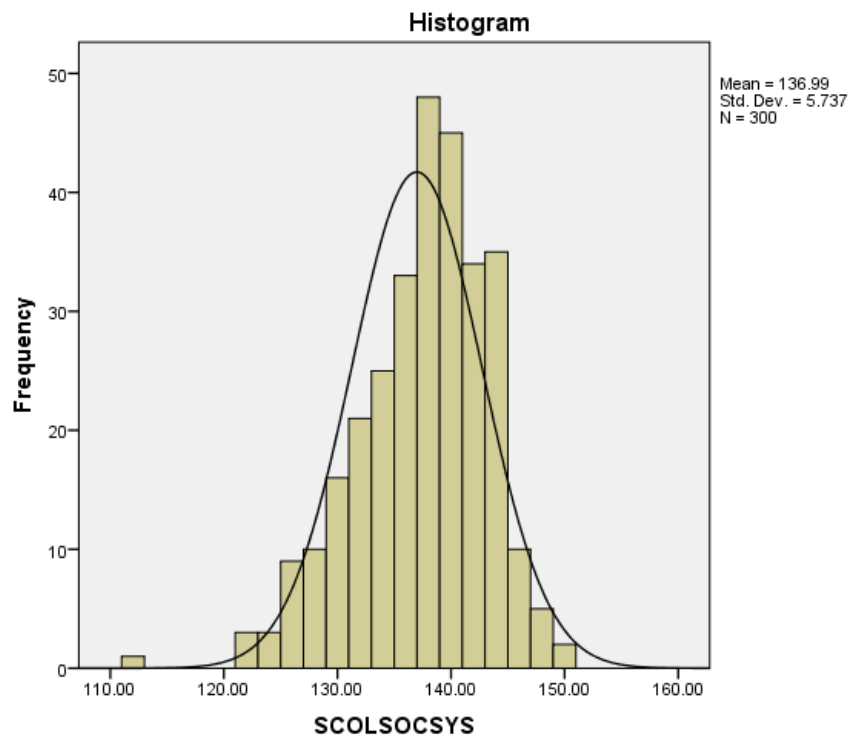


Figure 3: Graphical representation of the distribution of scores of school social system for the secondary school female students

From the figure 3 it is evident that the distribution of scores of school social system of secondary school female students is approximately normal.

Extent of School Social System among Secondary School Students Based on Locale

The results of descriptive statistics for the distribution of scores for school social system of secondary school students the sub-sample based on locale are presented in Table 7.

Table 7

Descriptive statistics of the variable school social system of secondary school urban and rural students.

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Urban	250	137.85	138	136	5.19	-0.497	0.506
Rural	350	136.43	137	138	5.91	-0.572	0.537

Table 7 shows that the obtained value of mean, median and mode of the independent variable, school social system of secondary school urban students are 137.85, 138 and 136 respectively. It indicates that the value of Mean, Median and mode coincide approximately for urban students. The indices of skewness ($sk = -0.497$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the urban students. The indices of kurtosis for school social system reveals that the distribution of scores of school social system ($K=0.506$) is leptokurtic in nature for the urban students of the secondary students.

The above table also shows that the obtained value of mean, median and mode of the independent variable, school social system of secondary school rural students are 136.43, 137 and 138 respectively. It indicates that the value of Mean, Median and mode coincide approximately for rural students. The indices of skewness ($sk = -0.572$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the rural students. The indices of kurtosis for school social system reveals that the distribution of scores

of school social system ($K=0.537$) is leptokurtic in nature for the rural students of the secondary students.

The total Score of school social system questionnaire is 156. The mean score obtained in school social system for the urban sample is 137.85. It is above the half of the total score and hence the school social system among the Secondary School urban students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of school social system for the secondary school urban students is given in Figure 4.

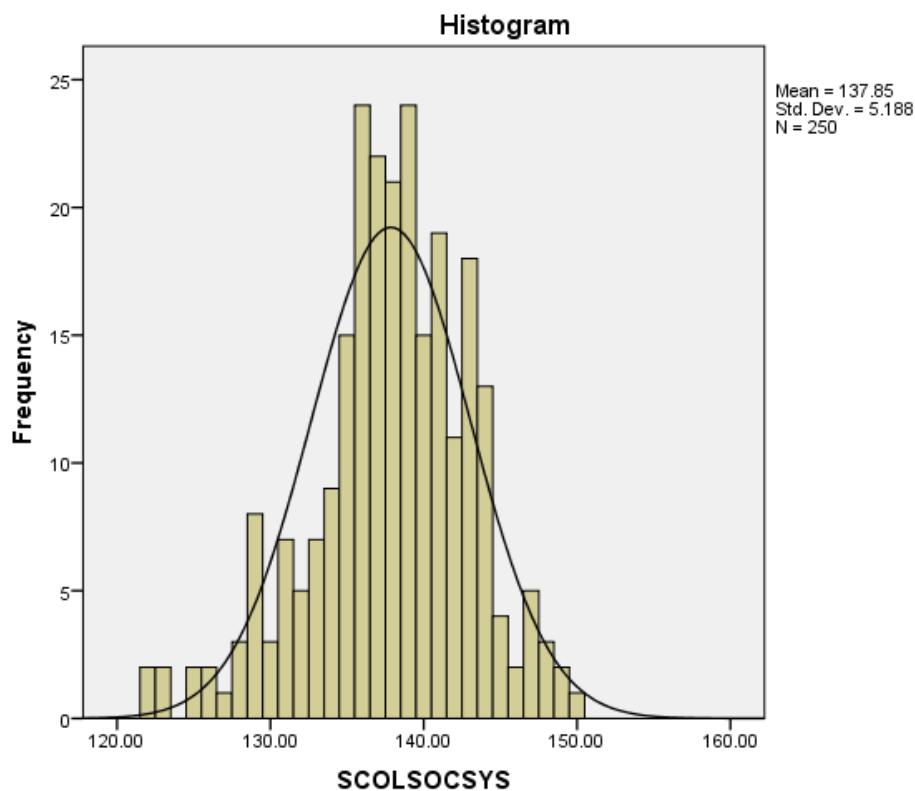


Figure 4: Graphical representation of the distribution of scores of school social system for the secondary school urban students

From the figure 4 it is evident that the distribution of scores of school social system of secondary school urban students is approximately normal.

The total Score of school social system questionnaire is 156. The mean score obtained in school social system for the rural sample is 136.43. It is above the half of the total score and hence the school social system among the Secondary School rural students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of school social system for the secondary school rural students is given in Figure 5.

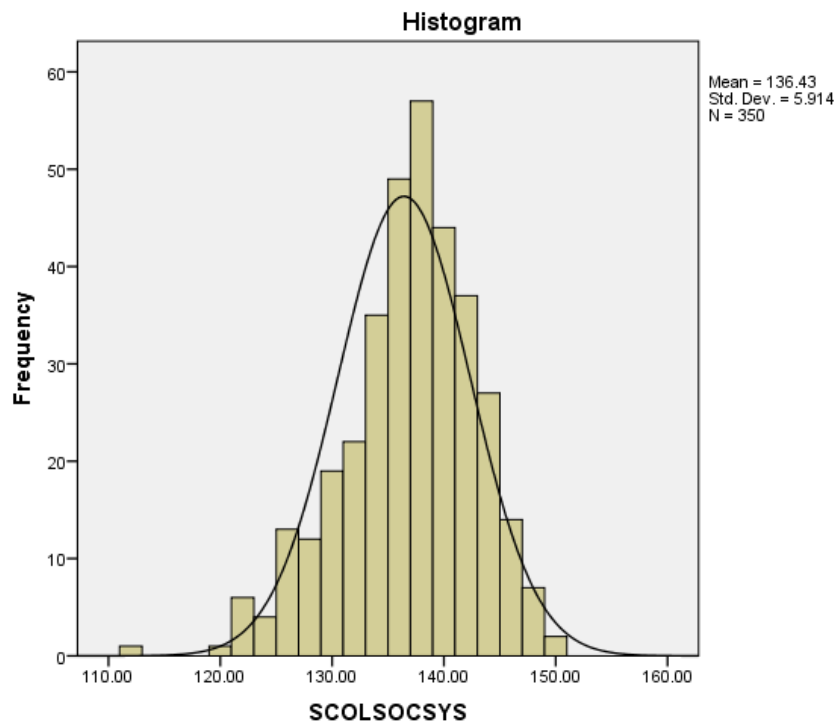


Figure 5: Graphical representation of the distribution of scores of school social system for the secondary school rural students

From the figure 5 it is evident that the distribution of scores of school social system of secondary school rural students is approximately normal.

Extent of School Social System among Secondary School Students based on Type of Management

The results of descriptive statistics for the distribution of scores for school social system of secondary school students the sub-sample based on type of management is presented in Table 8.

Table 8

Descriptive statistics of the variable school social system of secondary school students based on type of management.

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Govt.	154	136.21	137	138	6.19	-0.363	0.473
Aided	214	137.90	138	138	5.40	-0.487	0.418
Unaided	232	136.74	137	136	5.44	-0.826	1.87

Table 7 shows that the obtained value of mean, median and mode of the independent variable, school social system of government secondary school students are 136.21, 137 and 138 respectively. It indicates that the value of Mean, Median and mode coincide approximately for government secondary school students. The indices of skewness ($sk = -0.497$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the government secondary school students. The indices of kurtosis for school social

system reveals that the distribution of scores of school social system ($K=0.506$) is leptokurtic in nature for the government secondary school students of the secondary students.

Table also shows that the obtained value of mean, median and mode of the independent variable, school social system of aided secondary school students are 137.85, 138 and 136 respectively. It indicates that the value of Mean, Median and mode coincide approximately for aided secondary school students. The indices of skewness ($sk = -0.497$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the aided secondary school students. The indices of kurtosis for school social system reveals that the distribution of scores of school social system ($K=0.506$) is leptokurtic in nature for the aided secondary school students.

The above table clearly shows that the obtained value of mean, median and mode of the independent variable, school social system of unaided secondary school students are 137.85, 138 and 136 respectively. It indicates that the value of Mean, Median and mode coincide approximately for unaided secondary school students. The indices of skewness ($sk = -0.497$) show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the urban students. The indices of kurtosis for school social system reveals that the distribution of scores of school social system ($K=0.506$) is leptokurtic in nature for the urban secondary students.

The total Score of school social system questionnaire is 156. The mean score obtained in school social system for the government students is 136.21. It is above

the half of the total score and hence the school social system among the government secondary school students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of school social system of government secondary school students is given in Figure 6.

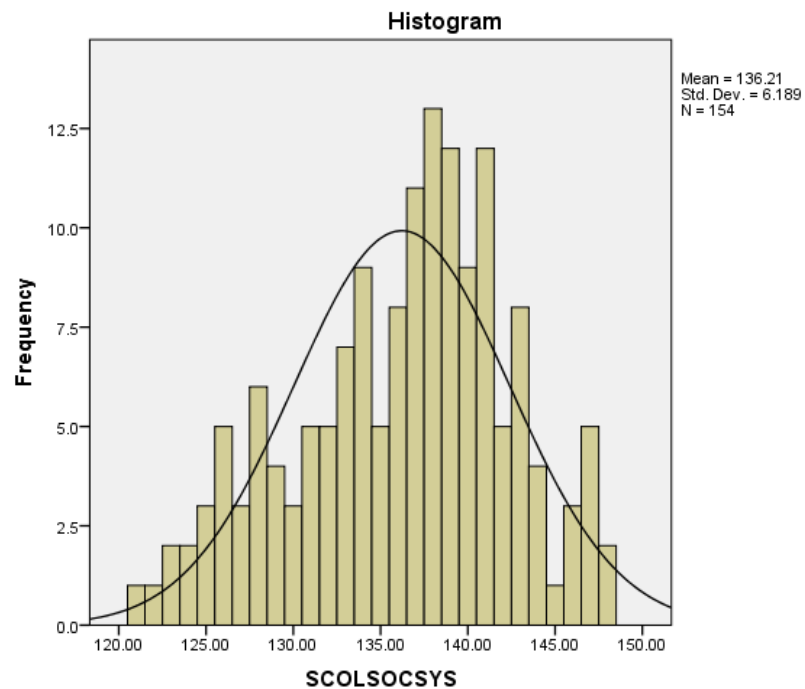


Figure 6: Graphical representation of the distribution of scores of school social system of government secondary school students

From the figure 6 it is evident that the distribution of scores of school social system of government secondary school students is approximately normal.

The total Score of school social system questionnaire is 156. The mean score obtained in school social system for the aided students is 137.90. It is above the half of the total score and hence the school social system among aided secondary school students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of school social system of aided secondary school students is given in Figure 7

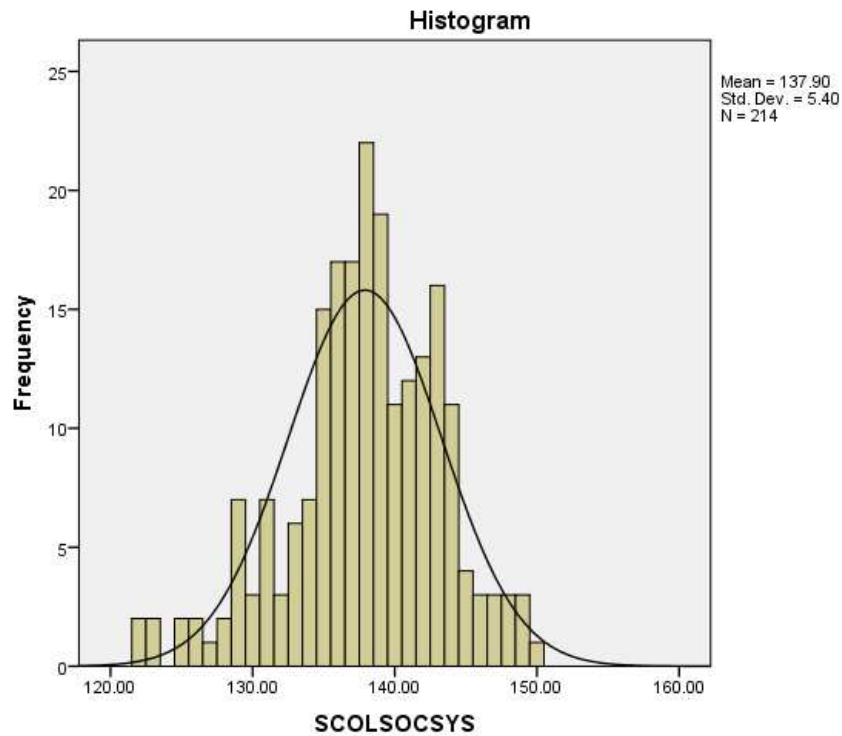


Figure 7: Graphical representation of the distribution of scores of school social system of aided secondary school students

From the figure 7 it is evident that the distribution of scores of school social system of aided secondary school students is approximately normal.

The total Score of school social system questionnaire is 156. The mean score obtained in school social system for the unaided students is 136.74. It is above the half of the total score and hence the school social system among the unaided secondary school students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of school social system of unaided secondary school students is given in Figure 8.

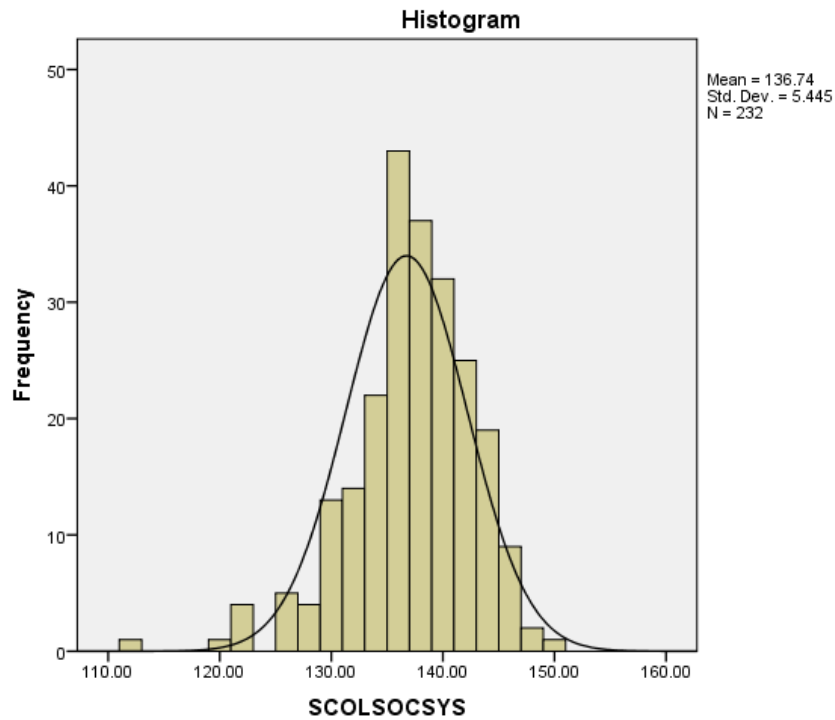


Figure 8: Graphical representation of the distribution of scores of school social system of unaided secondary school students

From the figure 8 it was evident that the distribution of scores of school social system of unaided secondary school students is approximately normal.

Extent of Student Engagement in Secondary Schools for the Total Sample

The results of descriptive statistics for the distribution of scores for student engagement in secondary school for total sample and sub-samples based on gender, locale and type of management of schools are presented in Table 9.

Table 9

Descriptive statistics of the variable student engagement in secondary school students for the total sample.

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total	600	111.18	112	111	7.14	-1.21	3.22

Table 9 shows that the obtained value of mean, median and mode of the dependent variable, the student engagement in secondary school students are 111.18, 112 and 111 for the total sample. It indicates that the value of Mean, Median and mode coincide approximately for the total sample. The indices of skewness (sk = -1.21) show that the distribution of the scores of student engagement in secondary school students is negatively skewed for the total sample. The indices of kurtosis for student engagement reveals that the distribution of scores (K=3.22) is leptokurtic in nature for the total sample of the secondary students.

The mean score obtained in the student engagement scale for the total sample is 111.18 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the Secondary School students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement for the total sample is given in Figure 9.

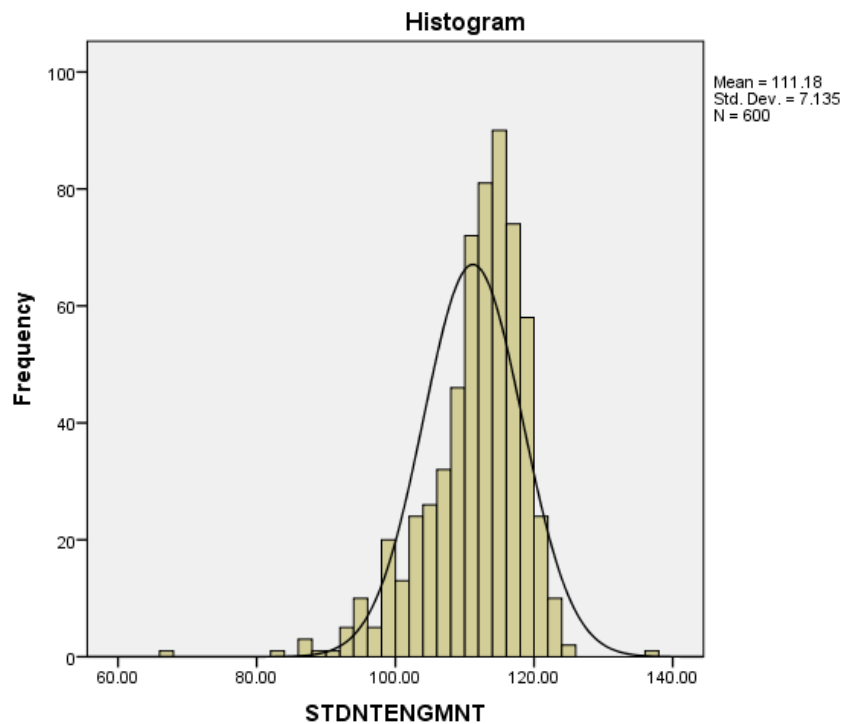


Figure 9: Graphical representation of the distribution of scores of student engagement for the total sample.

From figure 9 it was evident that the distribution of scores of student engagement in secondary school students is approximately normal.

Extent of Student Engagement in Secondary Schools based on Gender

The results of descriptive statistics for the distribution of scores for student engagement in secondary school in the sub-sample based on gender are calculated and presented in Table 10.

Table 10

Descriptive statistics of the variable student engagement in secondary school male and female students.

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Male	300	111.03	112	115	6.94	-0.965	0.607
Female	300	111.33	112.5	114	7.34	-1.419	5.39

Table 10 shows that the obtained value of mean, median and mode of the dependent variable, the student engagement in secondary school students are 111.03, 112 and 115 for the secondary school male students. It indicates that the value of Mean, Median and mode coincide approximately for the secondary school male students. The indices of skewness ($sk = -0.965$) show that the distribution of the scores of student engagement in secondary school students is negatively skewed for the secondary school male students. The indices of kurtosis for student engagement reveals that the distribution of scores ($K=0.607$) is leptokurtic in nature for the secondary school male students.

The above table also shows that the obtained value of mean, median and mode of the dependent variable, the student engagement in secondary school students are 111.33, 112.5 and 114 for the secondary school female students. It indicates that the value of Mean, Median and mode coincide approximately for the secondary school female students. The indices of skewness ($sk = -0.965$) show that the distribution of the scores of student engagement is negatively skewed for the secondary school female students. The indices of kurtosis for student engagement

reveals that the distribution of scores ($K=0.607$) is leptokurtic in nature for the secondary school female students.

The mean score obtained in the student engagement scale for the secondary school male students is 111.03 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the Secondary School male students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement in secondary school male students is given in Figure 10.

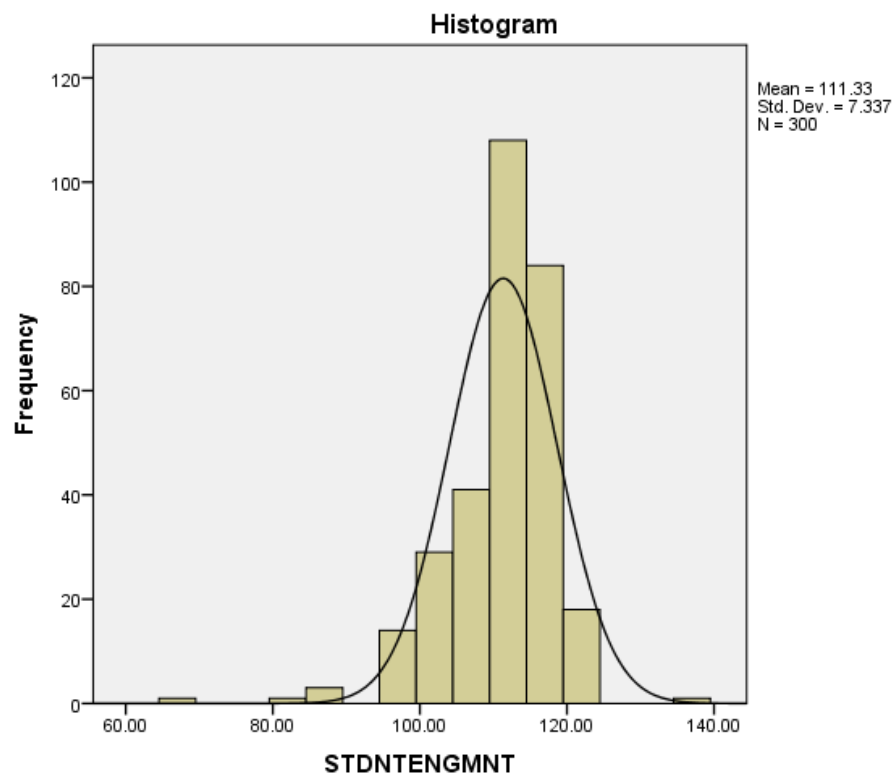


Figure 10: Graphical representation of the distribution of scores of student engagement in secondary school male students

From figure 10 it was evident that the distribution of scores of student engagement in secondary school male students is approximately normal.

The mean score obtained in the student engagement scale for the secondary school female students is 111.33 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the Secondary School female students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement in secondary school female students is given in Figure 11.

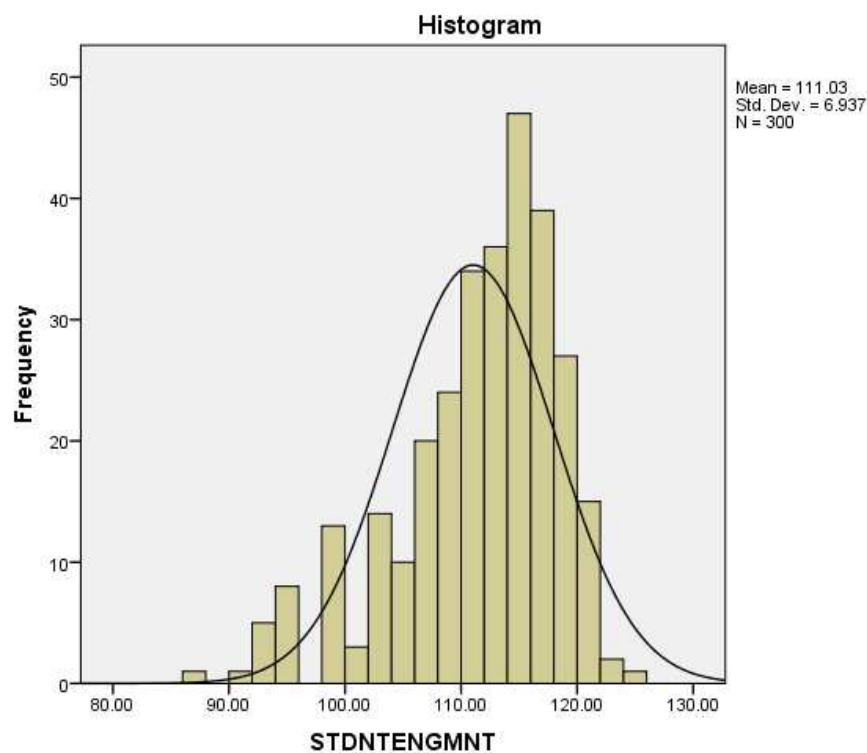


Figure 11: Graphical representation of the distribution of scores of student engagement in secondary school female students

From figure 11 it was evident that the distribution of scores of student engagement in secondary school female students is approximately normal.

Extent of Student Engagement in Secondary Schools Based on Locale

The results of descriptive statistics for the distribution of scores for student engagement in secondary school in the sub-sample based on gender are calculated and presented in Table 11.

Table 11

Descriptive statistics of the variable student engagement in secondary school male and female students.

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Urban	250	112.22	113	115	6.18	-0.584	1.50
Rural	350	110.44	112	117	7.67	-1.35	3.17

Table 11 shows that the obtained value of mean, median and mode of the dependent variable, the student engagement in secondary school are 112.22, 113 and 115 for the secondary school urban students. It indicates that the value of Mean, Median and mode coincide approximately for the secondary school urban students. The indices of skewness ($sk = -0.584$) show that the distribution of the scores of student engagement in secondary school students is negatively skewed for the secondary school urban students. The indices of kurtosis for student engagement reveals that the distribution of scores ($K=1.50$) is leptokurtic in nature for the secondary school urban students.

The above table also shows that the obtained value of mean, median and mode of the dependent variable, the student engagement in secondary schools are 110.44, 112 and 117 for the secondary school rural students. It indicates that the

value of Mean, Median and mode coincide approximately for the secondary school rural students. The indices of skewness ($sk = -1.35$) show that the distribution of the scores of student engagement is negatively skewed for the secondary school rural students. The indices of kurtosis for student engagement reveals that the distribution of scores ($K=3.17$) is leptokurtic in nature for the secondary school rural students.

The mean score obtained in the student engagement scale for the secondary school urban students is 112.22 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the Secondary School urban students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement in secondary school urban students is given in Figure 12

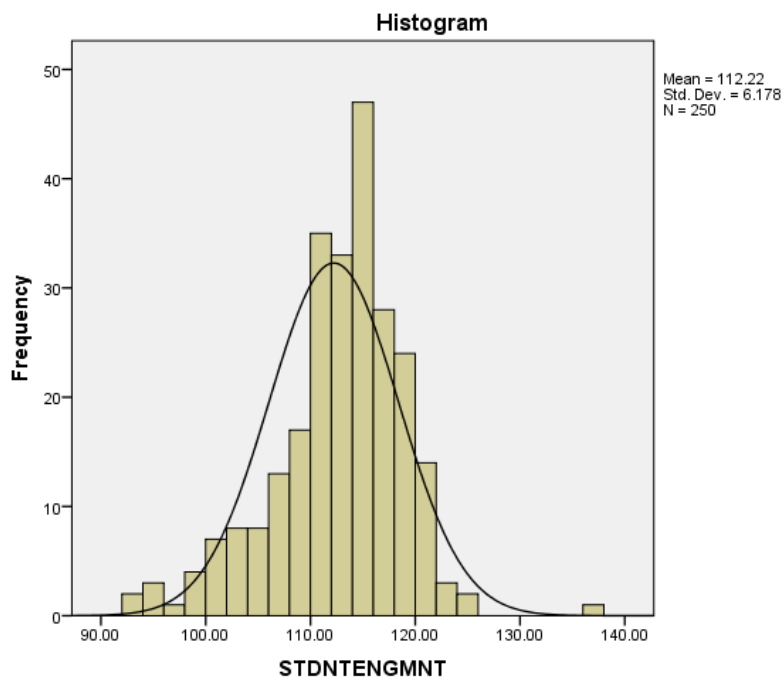


Figure 12: Graphical representation of the distribution of scores of student engagement in secondary school urban students

From figure 12 it was evident that the distribution of scores of student engagement in secondary school urban students is approximately normal.

The mean score obtained in the student engagement scale for the secondary school rural students is 110.44 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the Secondary School rural students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement in secondary school rural students is given in Figure 13

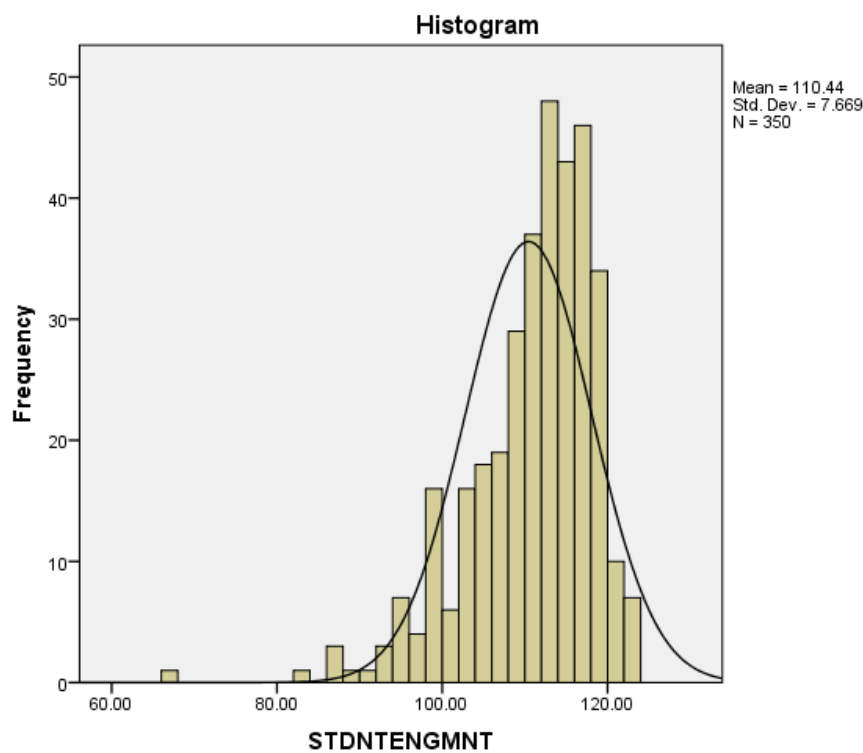


Figure 13: Graphical representation of the distribution of scores of student engagement in secondary school rural students

From figure 13 it was evident that the distribution of scores of student engagement in secondary school rural students is approximately normal.

Extent of Student Engagement in Secondary Schools based on Type of Management

The results of descriptive statistics for the distribution of scores for student engagement in secondary school in the sub-sample based on type of management are calculated and presented in Table 13.

Table 13

Descriptive statistics of the variable student engagement in secondary school in the sub sample based on type of management

Sample	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Govt.	154	110.40	112	114	7.22	-0.729	0.020
Aided	214	111.78	113	115	6.27	-0.531	1.47
Unaided	232	111.15	112	112	7.78	-1.74	5.18

Table 13 shows that the obtained value of mean, median and mode of the dependent variable, student engagement of government secondary schools are 110.40, 112 and 114 respectively. It indicates that the value of Mean, Median and mode coincide approximately for government secondary school students. The indices of skewness ($sk = -0.729$) show that the distribution of the scores of student engagement of the secondary school students is negatively skewed for the government secondary school students. The indices of kurtosis for student engagement reveals that the distribution of scores of student engagement ($K=0.020$) is leptokurtic in nature for the government secondary school students.

Table also shows that the obtained value of mean, median and mode of the dependent variable, student engagement of aided secondary school students are 111.78, 113 and 115 respectively. It indicates that the value of Mean, Median and mode coincide approximately for aided secondary school students. The indices of skewness ($sk = -0.531$) show that the distribution of the scores of student engagement is negatively skewed for the aided secondary school students. The indices of kurtosis for student engagement reveals that the distribution of scores of student engagement ($K=1.47$) is leptokurtic in nature for the aided secondary school students.

The above table clearly shows that the obtained value of mean, median and mode of the dependent variable, student engagement of unaided secondary school students are 111.15, 112 and 112 respectively. It indicates that the value of Mean, Median and mode coincide approximately for unaided secondary school students. The indices of skewness ($sk = -1.74$) show that the distribution of the scores of student engagement is negatively skewed for the urban students. The indices of kurtosis for student engagement reveals that the distribution of scores of student engagement ($K=5.18$) is leptokurtic in nature for the students of the unaided secondary schools.

The mean score obtained in the student engagement scale for the government secondary school students is 110.40 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the government secondary school students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement in government secondary school students is given in Figure 14.

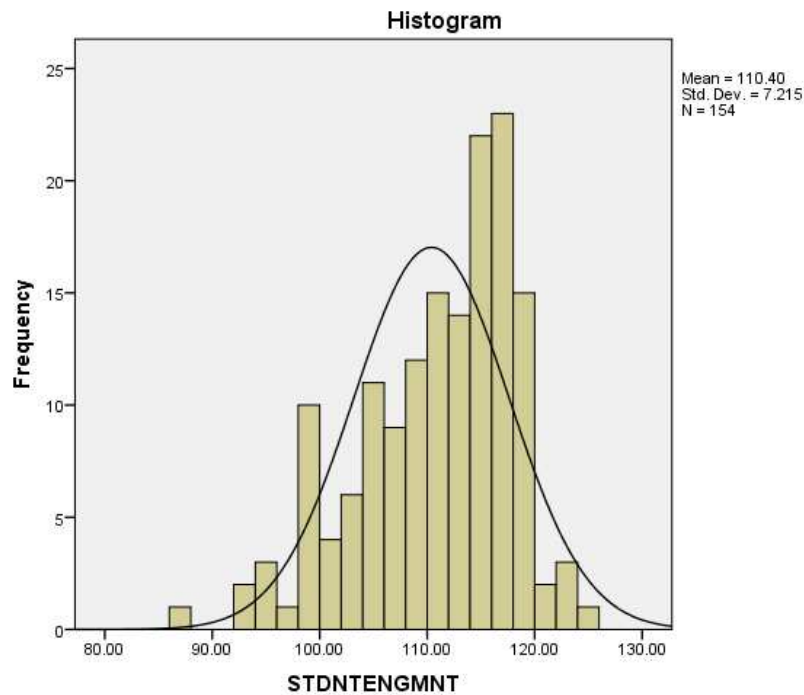


Figure 14: Graphical representation of the distribution of scores of student engagement in government secondary school students

From figure 14 it was evident that the distribution of scores of student engagement in government secondary schools is approximately normal.

The mean score obtained in the student engagement scale for the aided secondary school students is 111.78 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the aided secondary school students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement in aided secondary school students is given in Figure 15.

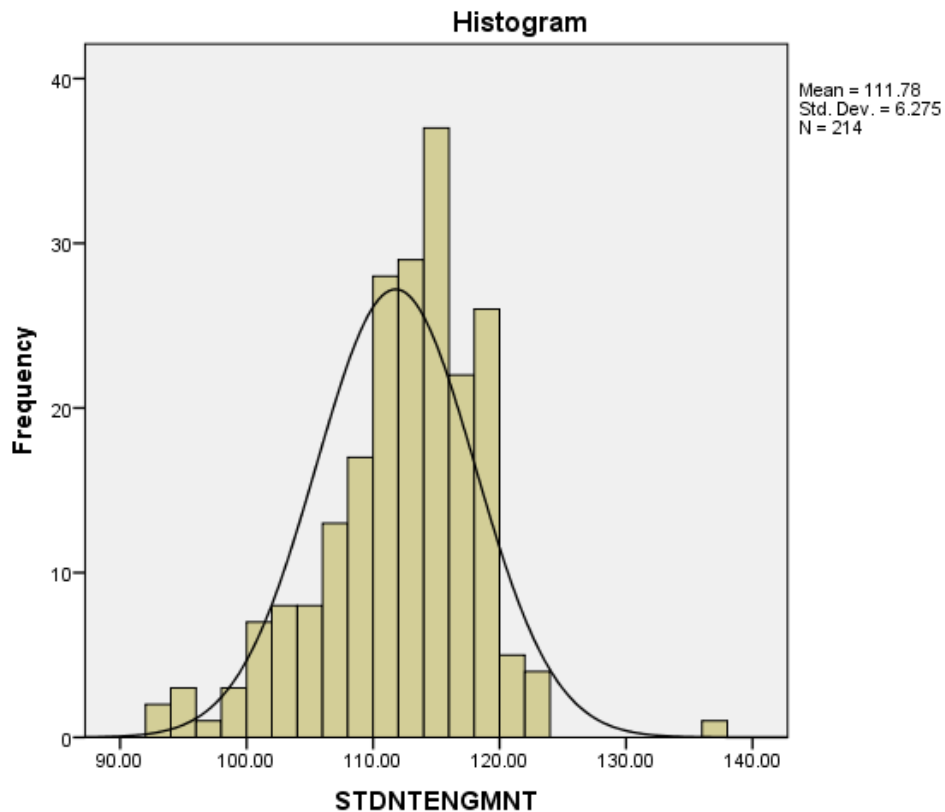


Figure 15: Graphical representation of the distribution of scores of student engagement in aided secondary school students

From figure 15 it was evident that the distribution of scores of student engagement in aided secondary schools is approximately normal.

The mean score obtained in the student engagement scale for the unaided secondary school students is 111.15 which is higher than the middle scale value of student engagement scale i.e. 64.5. Hence the student engagement among the unaided secondary school students in Calicut district is remarkably positive.

The graphical representation of the distribution of scores of student engagement in unaided secondary school students is given in Figure 16.

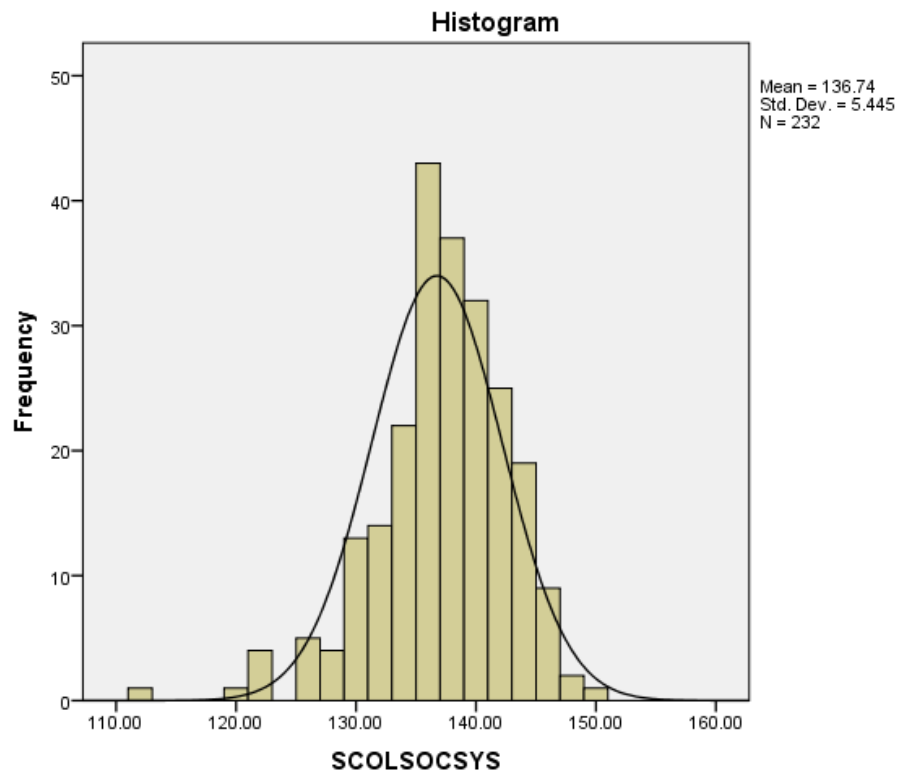


Figure 16: Graphical representation of the distribution of scores of student engagement in unaided secondary school students

From figure 16 it was evident that the distribution of scores of student engagement in unaided secondary schools is approximately normal.

Major Analysis

Mean Difference Analysis

Mean difference analysis was done in order to find out whether there exist any group differences in scores of independent and dependent variables with respect to gender, locale and type of management. The intention was to find out whether there exist any significant difference in the mean scores of student engagement for

male and female, urban and rural, and government, aided and unaided secondary school students.

Comparison of the Mean Scores of Student Engagement between Male and Female Secondary School Students

The investigator tested the significance of difference between the mean scores of male and female secondary school students in their student engagement using the test of significance of difference between means. The data and results of the test of significance difference between the mean scores of student engagement for male and female secondary schools students are presented in Table 14.

Table 14

Data and result of the test of significance of difference between mean scores of student engagement for male and female secondary school students.

Groups	N	Mean	SD	Critical ratio	Level of significance
Male	300	111.03	6.94	.503	NS
Female	300	111.32	7.34		

Table 14 indicates that the mean scores of student engagement of male secondary students are 111.03 and the mean scores of student engagement of female secondary students are 111.32. The standard deviation obtained for male students is 6.94 and female students are 7.34. The critical ratio obtained for the test of significance of the difference of student engagement between the mean scores of the male and female students is found to be 0.503., which is less than the tabled value at

0.05 level (1.96). Since the t-value obtained is less than the tabled value, it can be concluded there exists no significant difference in the mean scores of student engagement of male and female secondary school students.

Discussion

The mean scores of student engagement of male and female secondary school students were analyzed. It was found that there is no significant difference in the mean scores of student engagement of male and female secondary school students. So it can be concluded that male and female secondary school students have the same level of student engagement.

Comparison of the Mean Scores of Student Engagement Between Urban and Rural Secondary School Students

The investigator tested the significance of difference between the mean scores of urban and rural secondary school students in their student engagement using the test of significance of difference between means. The data and results of the test of significance difference between the mean scores of student engagement for urban and rural secondary schools students are presented in Table15.

Table 15

Data and result of the test of significance of difference between mean scores of student engagement for urban and rural secondary school students.

Groups	N	Mean	SD	Critical ratio	Level of significance
Urban	250	112.22	6.18	3.15	0.01
Rural	350	110.44	7.67		

Table 15 indicates that the mean scores of student engagement of urban secondary students are 112.22 and the mean scores of student engagement of rural secondary students are 110.44. The standard deviation obtained for urban students is 6.18 and rural students are 7.67. The critical ratio obtained for the test of significance of the difference of student engagement between the mean scores of the urban and rural students is found to be 3.15, which is greater than the tabled value at 0.01 level (2.58). Since the t-value obtained is greater than the tabled value, it can be concluded that there exists significant difference in the mean scores of student engagement of urban and rural secondary school students.

Discussion

The mean scores of student engagement of urban and rural secondary school students were analyzed. It was found that there is significant difference in the mean scores of student engagement of urban and rural secondary school students. So it can be concluded that urban and rural secondary school students are different in their student engagement.

Comparison of the Mean Scores of Student Engagement in Government and Aided Secondary School Students

The investigator tested the significance of difference between the mean scores of government and aided secondary school students in their student engagement using the test of significance of difference between means. The data and results of the test of significance difference between the mean scores of student

engagement in government and aided secondary schools students are presented in Table16.

Table 16

Data and result of the test of significance of difference between mean scores of student engagement in government and aided secondary school students

Groups	N	Mean	SD	Critical ratio	Level of significance
Govt.	154	110.40	7.22	1.96	0.05
Aided	214	111.78	6.27		

Table 16 indicates that the mean scores of student engagement of government secondary students are 110.40 and the mean scores of student engagement of aided secondary students are 111.78. The standard deviation obtained for government students is 7.22 and aided students are 6.27. The t-value obtained is 1.96, which is equal to the tabled value at 0.05 level (1.96). Since the t-value obtained is equal to the tabled value, it can be concluded there exists significant difference in the mean scores of student engagement of government and aided secondary school students.

Discussion

The mean scores of student engagement of government and aided secondary school students were analyzed. It was found that there is significant difference in the mean scores of student engagement of government and aided secondary school students. So it can be concluded that government and aided secondary school students have the same level of student engagement.

Comparison of the Mean Scores of Student Engagement in Aided and Unaided Secondary School Students

The investigator tested the significance of difference between the mean scores of aided and unaided secondary school students in their student engagement using the test of significance of difference between means. The data and results of the test of significance difference between the mean scores of student engagement in aided and unaided secondary schools students are presented in Table17.

Table 17

Data and result of the test of significance of difference between mean scores of student engagement in aided and unaided secondary school students

Groups	N	Mean	SD	Critical ratio	Level of significance
Aided	214	111.78	6.27	0.95	NS
Unaided	232	111.15	7.78		

Table 17 indicates that the mean scores of student engagement of aided secondary students are 111.78 and the mean scores of student engagement of unaided secondary students are 111.15. The standard deviation obtained for aided students is 6.27 and unaided students are 7.78. The t-value obtained is 0.95, which is less than the tabled value at 0.05 level (1.96). Since the t-value obtained is less than to the tabled value, it can be concluded there exists no significant difference in the mean scores of student engagement of aided and unaided secondary school students.

Discussion

The mean scores of student engagement of aided and unaided secondary school students were analyzed. It was found that there is no significant difference in the mean scores of student engagement of aided and unaided secondary school students. So it can be concluded that aided and unaided secondary school students have the same level of student engagement.

Comparison of the Mean Scores of Student Engagement in Government and Unaided Secondary School Students

The investigator tested the significance of difference between the mean scores of government and unaided secondary school students in their student engagement using the test of significance of difference between means. The data and results of the test of significance difference between the mean scores of student engagement in government and unaided secondary schools students are presented in Table 18.

Table 18

Data and result of the test of significance of difference between mean scores of student engagement in government and unaided secondary school students

Groups	N	Mean	SD	Critical ratio	Level of significance
Govt.	154	110.40	7.22	0.97	NS
Unaided	232	111.15	7.78		

Table 18 indicates that the mean scores of student engagement of government secondary students are 110.40 and the mean scores of student

engagement of unaided secondary students are 111.15. The standard deviation obtained for government students is 7.22 and unaided students are 7.78. The t-value obtained is 0.97, which is less than to the tabled value at 0.05 level (1.96). Since the t-value obtained is less than to the tabled value, it can be concluded there exists no significant difference in the mean scores of student engagement of government and unaided secondary school students.

Discussion

The mean scores of student engagement of government and unaided secondary school students were analyzed. It was found that there is no significant difference in the mean scores of student engagement of government and unaided secondary school students. So it can be concluded that government and unaided secondary school students have the same level of student engagement.

Relationship between School Social System and Student Engagement in Secondary Schools for the Total Sample and Subsamples based on Gender, Locale and Type of Management

The data and results of the correlation coefficient between the variables school social system and student engagement in secondary schools students for the total sample and the subsamples based on gender, locale and type of management are presented in Table 19.

Table 19

Data and result of the correlation coefficient of school social system and student engagement in secondary school students for the total sample and subsamples based on gender, locale and type of management

Groups	N	'r'
Total	600	0.691
Male	300	0.713
Female	300	0.671
Urban	250	0.670
Rural	350	0.695
Govt.	154	0.721
Aided	214	0.650
Unaided	232	0.705

Table 19 indicates that coefficient of correlation between the variables school social system and student engagement for the total sample is 0.691 (600). The magnitude of 'r' indicates that there is strong positive relationship between school social system and student engagement in secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for the total sample of secondary school students. Thus there exist a strong positive relationship between school social system and student engagement in secondary school students.

The above table indicates that coefficient of correlation between the variables school social system and student engagement of male students is 0.713 (300). The magnitude of 'r' indicates that there is strong positive relationship between school social system and student engagement among male students of

secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for male students of secondary schools. Thus there exist a strong positive relationship between school social system and student engagement in secondary school male students.

The above table depicts that coefficient of correlation between the variables school social system and student engagement of female students is 0.671 (300). The magnitude of 'r' indicates that there is strong positive relationship between school social system and student engagement among female students of secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for female students of secondary schools. Thus there exist a strong positive relationship between school social system and student engagement in secondary school female students.

The above table also depicts that coefficient of correlation between the variables school social system and student engagement of urban students is 0.670 (250). The magnitude of 'r' indicates that there is strong positive relationship between school social system and student engagement among urban students of secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for urban students of secondary schools. Thus there exist a strong positive relationship between school social system and student engagement in secondary school urban students.

The table also indicates that the coefficient of correlation between the variables school social system and student engagement of rural students is 0.695 (350). The magnitude of 'r' indicates that there is strong positive relationship

between school social system and student engagement among rural students of secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for rural students of secondary schools. Thus there exist a strong positive relationship between school social system and student engagement in secondary school rural students.

Table 19 also shows that coefficient of correlation between the variables school social system and student engagement of government school students is 0.721 (154). The magnitude of 'r' indicates that there is strong positive relationship between school social system and student engagement in secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for the government secondary school students. Thus there exist a strong positive relationship between school social system and student engagement in government secondary school students.

The above table also shows that coefficient of correlation between the variables school social system and student engagement of aided school students is 0.650 (214). The magnitude of 'r' indicates that there is strong positive relationship between school social system and student engagement in secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for the aided secondary school students. Thus there exist a strong positive relationship between school social system and student engagement in aided secondary school students.

From the table it also shows that coefficient of correlation between the variables school social system and student engagement of aided school students is 0.705 (232). The magnitude of 'r' indicates that there is strong positive relationship

between school social system and student engagement in secondary schools. The positive sign of 'r' suggest that school social system and student engagement are positively related for the unaided secondary school students. Thus there exist a strong positive relationship between school social system and student engagement in unaided secondary school students.

Influence of School Social System on Student Engagement in Secondary Schools for the Total Sample

The data and results of the one way ANOVA for the influence of school social system on student engagement in secondary schools students for the total sample are presented in Table 20.

Table 20

Summary of the one way ANOVA for the influence of school social system on student engagement in secondary school students for the total sample

Sources of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10339.775	2	5169.887	153.121	0.01
Within Groups	20156.785	597	33.763		
Total	30496.560	599			

From the table 20, the f-value is found to be 153.21, which is greater than the tabled value of F for (2, 597) degrees of freedom. The table value is 4.64. This indicates that the secondary school students from low, average and high school social system groups differ significantly in student engagement at 0.01 level.

Discussion

The results of one-way ANOVA for the total sample reveal that the F- value is greater than the tabled value at 0.01 level and hence the difference in student engagement among low, average and high school social system groups differ significantly.

Post-Hoc Analysis

This part of analysis was done as a Post Hoc comparison of mean scores of the low, average and high school social system groups for the variable student engagement. In the analysis school social system was classified into three different groups which are low, average and high, school social system groups. When F-ratios are found significant, further analysis was conducted to know which groups can then be considered as distinct. Hence a multiple comparison procedure – Scheffe’s Test of Multiple Comparison was employed.

Table 21

Results of the Scheffe’s test of multiple comparison of mean scores of student engagement for the low, average and average school social system groups.

Groups	N	Subset for alpha =0.01		
		1	2	3
Low school social system	164	104.77		
Average school social system	237		112.15	
High school social system	199			115.31

In table 21, Scheffe's Test of Post-Hoc analysis revealed that low- average-high, school social system groups differ significantly at 0.01 levels of significance. In the table low school social system group and average school social system group differ significantly at 0.01 level. The analysis of mean scores reveals that the influence of school social system on their student engagement more in average group than low group. The analysis of mean scores further reveals that the influence of school social system on their student engagement more in high group than low and average groups.

Major Findings of the Study

The major findings derived from the study are presented below.

- Secondary school students have a remarkably positive school social system. The mean and standard deviation obtained for school social system variable are 137.02 and 5.66 respectively. The maximum score is 156 (52*3).
- Male and female secondary school students possess a remarkably positive school social system. The mean and standard deviation obtained for school social system variable are 137.05, 136.99 and 5.60, 5.74 respectively. The maximum score is 156 (52*3).
- Urban and rural students have a remarkably positive school social system. The mean and standard deviation obtained for school social system variable are 137.85, 136.43 and 5.19, 5.91 respectively. The maximum score is 156 (52*3).

- The government, aided and unaided secondary school students have a remarkably positive school social system. The mean and standard deviation obtained for school social system variable are 136.21, 137.90, 136.74 and 6.19, 5.40, 5.44 respectively. The maximum score is 156 (52*3).
- The secondary school students possess a remarkably positive level of student engagement. The mean and standard deviation obtained for student engagement variable are 111.18 and 7.14 respectively. The maximum score is 129 (43*3).
- The secondary school male and female students had remarkably positive student engagement. The mean and standard deviation obtained for student engagement variable are 111.03, 111.33 and 6.94, 7.34 respectively. The maximum score is 129 (43*3).
- The secondary school urban and rural students possess a remarkably positive student engagement. The mean and standard deviation obtained for student engagement variable are 112.22, 110.44 and 6.18, 7.67 respectively. The maximum score is 129 (43*3).
- The government, aided and unaided secondary school students have a remarkably positive student engagement. The mean and standard deviation obtained for student engagement variable are 110.40, 111.78, 111.15 and 7.22, 6.27, 7.78 respectively. The maximum score is 129 (43*3).

- There is no significant difference between the mean scores of student engagement in male and female secondary school students, even at 0.05 level (C.R. = 0.503).
- There exists significant difference between the mean scores of student engagement in urban and rural secondary school students, at 0.01 level (C.R. = 3.15).
- There exists significant difference between the mean scores of student engagement in government and aided secondary school students, at 0.05 level (C.R. = 1.96).
- There is no significant difference between the mean scores of student engagement in aided and unaided secondary school students, even at 0.05 level (C.R. = 0.95).
- There is no significant difference between the mean scores of student engagement in government and unaided secondary school students, even at 0.05 level (C.R. = 0.97).
- There is significant strong positive relationship between school social system and student engagement in the total secondary school students. The correlation coefficient between school social system and student engagement in the total sample (r) is 0.691.
- There is significant strong positive relationship between school social system and student engagement in the male secondary school students. The

correlation coefficient between school social system and student engagement in the male students (r) is 0.713.

- There is significant strong positive relationship between school social system and student engagement in the female secondary school students. The correlation coefficient between school social system and student engagement in the female students (r) is 0.671.
- There is significant strong positive relationship between school social system and student engagement in the urban secondary school students. The correlation coefficient between school social system and student engagement in the urban students (r) is 0.670.
- There is significant strong positive relationship between school social system and student engagement in the rural secondary school students. The correlation coefficient between school social system and student engagement in the rural students (r) is 0.695.
- There is significant strong positive relationship between school social system and student engagement in the government secondary school students. The correlation coefficient between school social system and student engagement in the government secondary school students (r) is 0.721.
- There is significant strong positive relationship between school social system and student engagement in the aided secondary school students. The correlation coefficient between school social system and student engagement in the aided school students (r) is 0.650.

- There is significant strong positive relationship between school social system and student engagement in the unaided secondary school students. The correlation coefficient between school social system and student engagement in the unaided school students (r) is 0.705.
- There exist significant influence of school social system on the student engagement among secondary school students for the total sample at 0.01 level (F -ratio =153.21). The F -ratio (153.21) obtained in the case of different levels of school social system on student engagement for the total sample is greater than the table value, 4.64 at 0.01 level of significance.
- The result of Scheffe's Test of Post-hoc analysis shows that there exists significant difference among the groups of low, average and high school social system in their engagement in schools.

SUMMARY, FINDINGS AND SUGGESTIONS

- ❖ **Study in retrospect**
- ❖ **Variables of the study**
- ❖ **Objectives of the study**
- ❖ **Hypotheses of the study**
- ❖ **Methodology of the study**
- ❖ **Major findings of the study**
- ❖ **Conclusions of the study**
- ❖ **Tenability of Hypotheses**
- ❖ **Educational Implications**
- ❖ **Suggestions for further research**

SUMMARY, FINDINGS AND SUGGESTIONS

This chapter of the research report provides a summary of the procedure and methodology adopted for the study, findings of the study, educational implications, conclusion and suggestions for further research in this area.

Study in Retrospect

The problem of the present investigation is entitled as “**INFLUENCE OF SCHOOL SOCIAL SYSTEM ON STUDENT ENGAGEMENT IN SECONDARY SCHOOLS**”.

Variables of the Study

The present investigation has the following dependent and independent variables.

Dependent Variable

The dependent variable of the study is student engagement.

Independent Variable

The independent variable of the study is school social system.

Objectives of the Study

1. To find out the extent of School Social System in secondary school students for the total sample and the sub samples based on
 - a. Gender,
 - b. Locale of the school
 - c. Types of management

2. To find out the extent of Student Engagement in secondary schools for the total sample and the sub samples based on
 - a. Gender,
 - b. Locale of the school
 - c. Types of management

3. To find out whether there exists any significant difference in the mean score of Student Engagement for the subsamples based on
 - a. Gender,
 - b. Locale of the school
 - c. Type of management

4. To find out whether there exists any significant relationship between school social system and Student Engagement for the total sample and the subsamples based on
 - a. Gender
 - b. Locale of the school
 - c. Types of management

5. To find out the influence of School social system on Student Engagement for the total sample of secondary school students

Hypotheses of the Study

- There exists significant difference in Student Engagement between male and female secondary school students
- There exists significant difference in Student Engagement between urban and rural secondary school students.
- There exists significant difference in Student Engagement among secondary school students for the sub sample based on Type of management
- There exists significant relationship between the school social system and the student engagement in the total sample and the relevant subsamples based on gender, locale and types of management.
- There will be a significant influence of school social system on Student Engagement among the total sample of secondary school students

Methodology

Methodology deals precisely with the sources of data, tool employed for the study and method adopted for the study.

Method

In the present study survey method was used as the method of research. For the collection of data survey method was used.

Sample

In the present study 600 students of standard IX from 12 secondary schools in Kozhikode Revenue District were selected as the sample of research.

Tools for data collection

In the present study Scale of Student Engagement was developed and standardized by the investigator with the help of supervising teacher as the tool for data collection.

School Social System Questionnaire (Farooque & Gafoor, 2003) was adopted and modified for data collection in the present investigation.

Statistical techniques used for analysis

Descriptive statistics, t-test, correlation and One-Way Analysis of variance were applied as the techniques for the analysis of collected data.

Major Findings of the Study

The major findings derived from the study are presented below.

1. The value of mean, median and mode for school social system for total sample of secondary school students are 137.02, 137 and 136 respectively which is approximately equal. The coefficient of skewness is -0.582 show that the distribution of the scores of school social system of the secondary school students is negatively skewed for the total sample. The measure of kurtosis for school social system reveals that the distribution of

scores of school social system ($K=0.615$) is leptokurtic in nature for the total sample of the secondary students. It can be concluded that the distribution of the variable school social system of secondary school students follows normal distribution.

2. The value of mean, median and mode for student engagement for the total sample of secondary school students are 111.18, 112 and 111 which is approximately equal. The coefficient of skewness is (-1.21) shows that the distribution of the scores of student engagement of the secondary school students is negatively skewed for the total sample. The measure of kurtosis for student engagement reveals that the distribution of scores of student engagement ($K=3.22$) is leptokurtic in nature for the total sample of the secondary students. It can be concluded that the distribution of the variable student engagement for the total sample is approximately normal.
3. The t-value obtained for student engagement between male and female students is found to be 0.503, which is less than the tabled value at 0.05 level (1.96). Since the t-value obtained is less than the tabled value, it reveals there exists no significant difference in the mean scores of student engagement of male and female secondary school students.
4. The t-value obtained for student engagement between urban and rural students is found to be 3.15 which is greater than the tabled value at 0.01 level (2.58). Since the t-value obtained is greater than the tabled value, it can be concluded that there exists significant difference in student engagement of urban and rural secondary school students.

5. The t-value obtained for student engagement between government and aided students is found to be 1.96 which is equal to the tabled value at 0.05 level (1.96). Since the t-value obtained is equal to the tabled value, it can be concluded there exists significant difference in student engagement of government and aided secondary school students.
6. The t-value obtained for student engagement between aided and unaided students is found to be 0.95, which is less than the tabled value at 0.05 level (1.96). Since the t-value obtained is less than to the tabled value, it can be concluded there exists no significant difference in the mean scores of student engagement of aided and unaided secondary school students.
7. The t-value obtained for student engagement between government and unaided students is found to be 0.97, which is less than to the tabled value at 0.05 level (1.96). Since the t-value obtained is less than to the tabled value, it can be concluded there exists no significant difference in the mean scores of student engagement of government and unaided secondary school students.
8. There is a significant strong positive relationship between school social system and student engagement for the total sample. The correlation coefficient between school social system and student engagement in the total sample (r) is 0.691.
9. There is significant strong positive relationship between school social system and student engagement among the male secondary school students. The

correlation coefficient between school social system and student engagement in the male students (r) is 0.713.

10. There is significant strong positive relationship between school social system and student engagement among the female secondary school students. The correlation coefficient between school social system and student engagement in the female students (r) is 0.671.
11. There is significant strong positive relationship between school social system and student engagement among the urban secondary school students. The correlation coefficient between school social system and student engagement in the urban students (r) is 0.670.
12. There is significant strong positive relationship between school social system and student engagement among the rural secondary school students. The correlation coefficient between school social system and student engagement in the rural students (r) is 0.695.
13. There is significant strong positive relationship between school social system and student engagement among the government secondary school students. The correlation coefficient between school social system and student engagement in the government secondary school students (r) is 0.721.
14. There is significant strong positive relationship between school social system and student engagement among the aided secondary school students. The correlation coefficient between school social system and student engagement in the aided school students (r) is 0.650.

15. There is significant strong positive relationship between school social system and student engagement among the unaided secondary school students. The correlation coefficient between school social system and student engagement in the unaided school students (r) is 0.705.
16. The F value obtained for Achievement Motivation (0.92) of secondary school students for subgroup based on Socio –Economic Status is less than the tabled value of F (3.01) for (2,599) df at 0.05 level of significance. Thus the mean scores of Achievement Motivation do not differ significantly among High Achievement Motivation group, Average Achievement Motivation group and Low Achievement Motivation group.
17. The F -value is found to be 153.21, which is greater than the tabled value of F for (2, 597) degrees of freedom. The table value is 4.64. It reveals that the secondary school students from low, average and high school social system groups differ significantly in student engagement at 0.01 level.
18. The result of Scheffe's Test of Post-hoc analysis shows that there exists significant difference among the groups of low, average and high school social system in their engagement in schools.

Conclusions

In the present study, the statistical techniques such as descriptive statistics, test of significance of difference between means for large independent sample, Pearson's product moment coefficient of correlation, One-way ANOVA and Scheffe's Post- Hoc test were employed.

From the descriptive statistics of the total sample and subsamples, it was revealed that the extent of social system and student engagement in the total sample and the subsamples based on gender, locale and type of management are remarkably positive.

The 't' values obtained in student engagement for male and female (0.503), aided and unaided (0.95), and government and aided (0.97) secondary school students indicates that there is no significant difference exists in their engagement. But 't' value obtained for urban and rural students (3.15) indicates that there exist significant difference in their engagement at 0.01 level.

From the analysis of correlation coefficient it was found that there exist a strong positive relationship between school social system and student engagement in the total sample and the relevant subsamples based on gender, locale and types of management of schools. The 'F' value indicates that school social system has significant influence on student engagement at 0.01 levels of significance. The result of further test, that is Scheffe's test of post- hoc shows that there exist significant difference among the groups of low, average and high school social system in student engagement. It reveals that school social system has significant influence on student engagement.

Tenability of Hypotheses

The tenability of hypotheses set for the study were examined in the light of the findings.

The first hypothesis states that “There exists significant difference in Student Engagement between male and female secondary school students”. From the study it was found that there exists no significant difference in the mean scores of student engagement of male and female secondary school students. Female secondary students showed more engagement than male students. Hence the hypothesis is rejected.

The second hypothesis states that “There exists significant difference in Student Engagement between urban and rural secondary school students”. From the study it was found that there exists significant difference in the mean scores of student engagement of urban and rural secondary school students. Rural secondary students showed more engagement than urban students. Hence this hypothesis is accepted.

The third hypothesis states that “There exists significant difference in Student Engagement among secondary school students for the sub sample based on Type of management”. From the study it was found that there exists significant difference in the mean scores of student engagement of government and aided secondary school students. Government secondary students showed more engagement than aided students. The study also found that there is no significant difference in the mean scores of student engagement of aided and unaided, government and unaided secondary school students. Hence the third hypothesis is partially accepted.

The fourth hypothesis states that “there exists significant relationship between the school social system and the student engagement in the total sample and

the relevant subsamples based on gender, locale and types of management”. From the findings it was found that there exists significant strong positive relationship between school social system and the student engagement among secondary school students for the total sample and the subsamples based on gender, locale and type of management. Hence the fourth hypothesis is substantiated.

The fifth hypothesis states that “there will be a significant influence of school social system on Student Engagement among the total sample of secondary school students”. From the findings it was found that there exists a significant influence of school social system on the student engagement in the total sample of secondary school students. Hence the fifth hypothesis is substantiated.

Educational Implications

The school as a social system represents one part of the human habitat of students, teachers, special service personnel and administrators. The social system means that the patterned relationship among role groups in school-students, teachers, administrators and parents. This category gets at the internal processes within schools that reveal how people work with one another. It includes organizational arrangements, instructional approaches, leadership, communication, decision making, interpersonal relationships, and levels of participation and involvement. The present study reveals that the school social system influences student engagement in the classroom activities. It is understood that the school social system has a pivotal role on the student engagement among secondary school students. The study also reveals that the school social system and student engagement have strong positive relationship in the total sample and all the relevant subsamples based on gender,

locale and type of management of schools. Therefore any change in the social system brings a positive change in the student engagement. In order to improve student engagement we need to maintain proper leadership, effective communication, adequate decision making, effective interpersonal relationship, conducive organizational arrangement and suitable instructional approaches. Some concrete suggestions emanating from the study for the improvement of school social system are given below.

1. The interpersonal relationship, especially among students, teachers and heads of the institution is an important aspect of school social system. Students should feel that they are being recognized and cared. Also teachers should be approachable and cooperative attitude towards students is helpful in making student engagement better.
2. The school social system can be enhanced a lot by the safe and orderly environment which includes methodically arranged physical surroundings and cautious conditions provided by the school for the students.
3. School social system can be improved by ensuring the punctuality of the teachers and students, regular engagement of classes, conducting school assembly, implication of clear guidelines regarding the rules and regulations of the class, specifying the duties of the students and discipline of the school.
4. School social system influences student engagement, which increases the academic achievement of the students. Therefore steps to be taken to improve the social system in schools by the authorities and administrators.

5. Necessary steps to be taken to improve the school culture, school climate and the school social system through various methodologies and approaches.

Suggestions for Further Research

Review of related studies and findings of the study lead the investigator to suggest the following areas for further research.

1. The study includes one variable as the influencing factor of student engagement of secondary school students. Variables other than those used in the study such as school climate and school culture are found to be relevant. Their impact on student engagement can be investigated.
2. A study may be conducted to know the interaction effect of various components of school social system on student engagement of secondary school students.
3. A study may be conducted to find out the influence of other variables such as social maturity, home environment on student engagement.

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APPENDICES

APPENDIX I

FAROOK TRAINING COLLEGE

SCHOOL SOCIAL SYSTEM QUESTIONNAIRE

Dr. T.K. Ummer Farooque
Assistant Professor

Dr.Fathima Jaseena MPM
Assistant Professor

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നിർദ്ദേശങ്ങൾ

ഈ സ്കൂളിൽനിന്ന് നിങ്ങൾക്ക് ലഭിക്കുന്ന അനുഭവങ്ങളെ കേന്ദ്രീകരിച്ചുള്ള പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും എപ്പോഴും, ചിലപ്പോൾ, ഒരിക്കലുമില്ല എന്നീ മൂന്ന് പ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. പ്രത്യേകം നൽകിയിരിക്കുന്ന ഉത്തരപേപ്പറിൽ പ്രസ്താവനയുടെ ക്രമനമ്പറിന് നേരെ അനുയോജ്യമായ കോളത്തിൽ (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. ഒരു പ്രസ്താവനക്ക് ഒരുത്തരം മാത്രം രേഖപ്പെടുത്തുക.

1. സ്കൂളിന്റെ/ക്ലാസ്സിന്റെ നടത്തിപ്പുമായി ബന്ധപ്പെട്ട മാർഗ്ഗനിർദ്ദേശങ്ങൾ ക്ലാസ് ടീച്ചർക്ക് നൽകാറുണ്ട്.
2. എല്ലാ പിരിയഡുകളിലും അധ്യാപകർ ക്ലാസിൽ വരാറുണ്ട്.
3. അച്ചടക്കത്തെ സംബന്ധിച്ച് വ്യക്തമായ നിയമാവലികൾ സ്കൂളിൽ ഇല്ല.
4. ബെല്ലടിച്ചു വളരെ വൈകിയാണ് മിക്ക അധ്യാപകരും ക്ലാസ്സിലെത്തുന്നത്.
5. സ്കൂളിലെ ഓരോ വിദ്യാർത്ഥിയുടെയും കടമകൾ എന്തെല്ലാമെന്ന് വിശദീകരിച്ചു തന്നിട്ടുണ്ട്.
6. കൃത്യസമയത്ത് ക്ലാസ്സിൽ ഹാജരാകണമെന്ന് അധ്യാപകർ നിഷ്കർഷിക്കാറുണ്ട്.
7. കാര്യക്ഷമമായി പ്രവർത്തിക്കുന്ന ഒരു ക്ലാസ് ലീഡറിനെ തിരഞ്ഞെടുത്തിട്ടുണ്ട്.
8. പാഠഭാഗങ്ങൾ ചടങ്ങ് തീർക്കുന്നതുപോലെ പഠിപ്പിക്കുന്നവരാണ് ഭൂരിപക്ഷം അധ്യാപകരും.
9. യുവജനോത്സവം, സ്പോർട്സ് തുടങ്ങിയ പാഠ്യേതര പ്രവർത്തനങ്ങളുടെ നടത്തിപ്പിന് സ്പഷ്ടമായ നിയമങ്ങളും ചട്ടങ്ങളും അവലംബിക്കാറുണ്ട്.
10. ഓണപ്പരീക്ഷ, ക്രിസ്തുമസ് പരീക്ഷ, വാർഷിക പരീക്ഷ എന്നിവയ്ക്ക് ചോദിക്കുന്ന പാഠഭാഗങ്ങൾ അതാത് സമയത്ത് പഠിപ്പിച്ച് തീരാറുണ്ട്.
11. പ്രോജക്ട് വർക്ക്, ഗ്രൂപ്പ് വർക്ക് തുടങ്ങിയവ ശരിയായി ചെയ്തുതീർക്കാൻ സഹായിക്കുന്ന രീതിയിൽ അധ്യാപകരുടെ മാർഗ്ഗനിർദ്ദേശങ്ങൾ ലഭിക്കാറില്ല.
12. എല്ലാ അധ്യാപകരും ഉത്തരപേപ്പറുകൾ കഴിയുന്നത്ര വേഗത്തിൽ ശരിയായി മുല്യനിർണ്ണയം നടത്തി തിരിച്ചെൽപ്പിക്കാറുണ്ട്.
13. അധ്യാപകർ പരീക്ഷയ്ക്കുവേണ്ടി പാഠഭാഗങ്ങൾ പുനരവലോകനം ചെയ്തുതരാറില്ല.
14. പഠനകാര്യങ്ങൾ കൂടുതൽ നന്നായി ചെയ്യാൻ കമ്പ്യൂട്ടർ ലാബുകൾ ഞങ്ങളെ സഹായിക്കുന്നുണ്ട്.

15. അതാത് വിഷയങ്ങൾക്കനുസൃതമായ ഉപകരണങ്ങൾ, ചിത്രങ്ങൾ, പരീക്ഷണങ്ങൾ, മാപ്പുകൾ തുടങ്ങിയവ അധ്യാപകർ ഉപയോഗിക്കാറുണ്ട്.
16. അധ്യാപകർ പഠിപ്പിക്കുന്നതിനേക്കാൾ, ഗൈഡുബുക്കുകൾ, മറ്റു പഠനസഹായികൾ, ട്യൂഷൻ ക്ലാസ്സുകൾ എന്നിവയിൽനിന്നാണ് എനിക്ക് കാര്യങ്ങൾ മനസ്സിലാക്കുന്നത്.
17. അധ്യാപകർ എന്റെ വീട്, വീട്ടിലെ പഠനസൗകര്യങ്ങൾ എന്നിവയെക്കുറിച്ച് അന്വേഷിക്കാറുണ്ട്.
18. എന്നോട് വളരെ സ്നേഹത്തോടെയും വാത്സല്യത്തോടെയുമാണ് അധ്യാപകർ പെരുമാറുന്നത്.
19. വിദ്യാർത്ഥികളെ അടുത്തറിയാൻ അധ്യാപകർ ശ്രമിക്കാറില്ല.
20. എന്റെ കുട്ടുകെട്ട്, ചുറ്റുപാട് എന്നിവയെക്കുറിച്ച് അധ്യാപകർ അന്വേഷിക്കുകയും ഉപദേശിക്കുകയും ചെയ്യാറുണ്ട്.
21. ഞാൻ പഠിച്ചു മിടുകനായി തീരണമെന്ന് അധ്യാപകർക്ക് ആഗ്രഹമുള്ളതായി തോന്നിയിട്ടുണ്ട്.
22. ക്ലാസ്സിൽ ഹാജരാവാതിരുന്നാൽ അധ്യാപകർ അന്വേഷിക്കാറില്ല.
23. സ്കൂളിന് നല്ല വിജയശതമാനം ഉണ്ടാകണമെന്നും കുട്ടികൾ നന്നായി പഠിക്കണമെന്നും ആഗ്രഹിക്കുന്നവരാണ് ഇവിടെയുള്ള അധ്യാപകർ.
24. വിവിധ പഠനരീതികളെക്കുറിച്ച് അധ്യാപകർ പറഞ്ഞുതരാറുണ്ട്.
25. വിദ്യാഭ്യാസം കൊണ്ടുള്ള നേട്ടങ്ങൾ പറഞ്ഞ് അധ്യാപകർ ഞങ്ങളെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.
26. അധ്യാപകർ വിദ്യാർത്ഥികളുടെ പൊതുവായ പ്രവർത്തനങ്ങൾ നിരീക്ഷിക്കാറില്ല.
27. ഞാൻ ഉയർന്ന മാർക്ക് വാങ്ങുമ്പോൾ അധ്യാപകർ സന്തോഷിക്കുന്നതായി തോന്നിയിട്ടുണ്ട്.
28. സ്കൂളിലെ അധ്യാപകരും വിദ്യാർത്ഥികളും തമ്മിൽ വളരെ നല്ല ബന്ധമാണ് നിലനിൽക്കുന്നത്.
29. അധ്യാപകരുമായി സംസാരിക്കാനും സംശയം ദൂരീകരിക്കാനും അവസരം ലഭിക്കാറില്ല.
30. വിവിധ വിഷയങ്ങൾ പഠിപ്പിക്കുന്ന അധ്യാപകർ തമ്മിൽ ഞങ്ങളെക്കുറിച്ച് ചർച്ച ചെയ്യുന്നതായി ബോധ്യപ്പെട്ടിട്ടുണ്ട്.
31. കുട്ടികൾക്ക് ആവശ്യമായ കുടിവെള്ളം, വിശ്രമമുറി, പ്രഥമ ശുശ്രൂഷ, വായനാമുറി തുടങ്ങിയവ സ്കൂളിലുണ്ട്.
32. അധ്യാപകരുടെ പെരുമാറ്റം വളരെ ക്രൂരവും കണിശവുമാണ്.
33. അധ്യാപകർ കുട്ടുകാരോടൊന്നപോലെയാണ് ഞങ്ങളോട്
34. അധ്യാപകർ എന്റെ ജീവിതത്തിൽ പ്രധാനപ്പെട്ട സ്വാധീനം ചെലുത്തുന്നതായി തോന്നിയിട്ടുണ്ട്.
35. ക്ലാസ് റൂമിൽ ICT ഉപകരണങ്ങൾ ഉപയോഗിച്ച് ബോധനം നടത്താനുള്ള സൗകര്യങ്ങളില്ല.
36. പഠനവസ്തുക്കൾ (നോട്ടുകൾ, ഗൈഡുകൾ, ശേഖരങ്ങൾ) മുതലായവ സഹപാഠികളുമായി ഞാൻ പങ്കുവെക്കാറുണ്ട്.
37. ബുദ്ധിമുട്ടുള്ള വിഷയങ്ങളും പാഠഭാഗങ്ങളും പഠിക്കാൻ ഞാൻ സഹപാഠികളുമായി സഹകരിച്ച് പ്രവർത്തിക്കാറുണ്ട്.

38. വിവിധ ക്ലാസ്സുകളിലെ വിദ്യാർത്ഥികളുമായി പഠന പഠനേതര പ്രവർത്തനങ്ങളിൽ, ആരോഗ്യപരമായ മത്സരങ്ങളിൽ ഏർപ്പെടാറുണ്ട്.
39. ഞങ്ങളെ അടിച്ചമർത്തുന്ന രീതിയിലാണ് അധ്യാപകർ പെരുമാറുന്നത്.
40. എല്ലാ വിഷയങ്ങളിലും യൂണിറ്റ് ടെസ്റ്റ്/ക്ലാസ് പരീക്ഷ നടത്താറുണ്ട്.
41. ഹോം വർക്കുകൾ ഞങ്ങൾ യഥാസമയത്ത് ചെയ്യുന്നുണ്ടോ എന്ന് അധ്യാപകർ പരിശോധിക്കാറുണ്ട്.
42. അതാത് ദിവസങ്ങളിലെടുത്ത പാഠഭാഗങ്ങൾ പഠിച്ചിട്ടുണ്ടോ എന്ന് അടുത്ത ക്ലാസ്സിൽ എല്ലാ അധ്യാപകരും പരിശോധിക്കാറുണ്ട്.
43. സ്കൂളിൽ കുട്ടികളും അധ്യാപകരും മാതാപിതാക്കളും അടങ്ങുന്ന കമ്മറ്റികളില്ല
44. ഹെഡ്മാസ്റ്റർ ഇടക്കിടെ ഞങ്ങളുടെ എല്ലാ കാര്യങ്ങളിലും ശ്രദ്ധ ചെലുത്താറുണ്ട്
45. അധ്യാപക-രക്ഷാകർതൃസമിതിയിൽ മാതാപിതാക്കൾ പങ്കെടുക്കണമെന്ന് അധ്യാപകർ നിർബന്ധം ചെലുത്താറുണ്ട്
46. ഓണപരീക്ഷ, ക്രിസ്തുമസ് പരീക്ഷ എന്നിവ ഒരു ചടങ്ങുപോലെയാണ് നടത്താറുള്ളത്.
47. അധ്യാപകരും എന്റെ രക്ഷിതാക്കളും തമ്മിൽ പരസ്പരം ബഹുമാനത്തോടെയാണ് പെരുമാറുന്നത്.
48. സ്കൂളിൽ ഹാജരാക്കത്തതിനുള്ള കാരണം രക്ഷിതാവ് ക്ലാസ്സ് ടീച്ചറിനെ രേഖാമൂലം അറിയിക്കാറുണ്ട്.
49. പരീക്ഷാഫലത്തെ സംബന്ധിച്ച് പ്രോഗ്രസ് റിപ്പോർട്ട് രക്ഷിതാക്കളെ അറിയിക്കാറില്ല.
50. എന്റെ ചില അധ്യാപകരുമായി രക്ഷിതാവിന് വ്യക്തിബന്ധമുണ്ട്
51. മാസത്തിലൊരിക്കൽ ക്ലാസ്സ് പി.ടി.എ. വിളിച്ച് കൂട്ടാറുണ്ട്
52. അധ്യാപകർ എന്റെ വീട് സന്ദർശിക്കാറുണ്ട്.

APPENDIX II
FAROOK TRAINING COLLEGE
SCHOOL SOCIAL SYSTEM QUESTIONNAIRE

Dr. T.K. Umer Farooque
Assistant Professor

Dr. Fathima Jaseena MPM
Assistant Professor

Mrs. Amina Radeeah.V
M.Ed. Student

Instructions:

Given below are the statements that focus on your experiences in this school. Each statement can have the response such as always, sometime and never. Put tick mark in the suitable column of the answer sheet, according to the number order of the statement.

1. Teacher gives instructions based on the management of school or class.
2. Teacher used to come in all periods.
3. There are no rules in school according to discipline.
4. Most of the teachers come late to the class after the bell rang.
5. Teachers explain the duties of each student in the school, in detail.
6. Teachers always insist students to be present in the class on time.
7. A class leader is selected who works efficiently.
8. Most of the teachers teach the lessons for formality.
9. Evident rules and regulations were followed for the extracurricular activities like youth festival, sports etc.
10. Potions asked for the quarterly, half yearly and annual examinations are completed on time.
11. Don't get helping instructions from teachers to complete the group work, project work etc.
12. All teachers hand over the answer sheets after finishing the valuation.
13. Teacher doesn't review the lessons for the examination.
14. Computer labs help us to do the academic works efficiently.
15. Teachers use instruments, pictures, experiments and maps according to the subjects.
16. I used to understand the lesson from guide books, other study materials, tuition classes than from the teacher's teaching.
17. Teachers enquire about my house, facilities in my house etc.
18. Teachers behave affectionately to me.

19. Teachers don't try to understand the students.
20. Teachers enquire and advice about my friend circles and backgrounds.
21. I feel that teachers wish me to be a good learner.
22. Teachers never enquire when absent in the class.
23. Teachers here, have a wish to make the school a success and students learn well.
24. Teachers tell us about different learning methods.
25. Teachers encourages by telling about the achievement through education.
26. Teachers never observe students' general activities.
27. I feel that teachers are happy when I score good marks.
28. There is a very good relationship between teachers and students.
29. Didn't get a chance to interact with teachers and clarify the doubts.
30. It is known that teachers of different subjects discusses about us.
31. This school has drinking water, restroom, primary treatment, library etc.
32. Teachers are was cruel and strict towards students.
33. Teachers behave very friendly.
34. I feel teacher influences me a lot.
35. Didn't have facilities in the classroom to give instructions using ICT instruments.
36. I used to share study materials such as notebooks, guides, and collections etc. with my classmates.
37. I co-operate with friends to learn difficult chapters and subjects.
38. Have participated in learning activities and healthy competitions with students of different classes.
39. Teacher behaves like suppressing us.
40. They conduct unit test for all subjects.
41. Teachers examine whether we have done homework on time.
42. All teachers examine whether we studied the lessons daily, in the respective subjects.
43. Don't have a parents-teachers committee in school.
44. Headmaster takes of care our problems.
45. Teacher compels parents to participate in the PTA meeting.
46. Examinations during Onam and Christmas schedule have been conducted for formality.

47. Teachers and my parents respect have a cordial relationship.
48. Parents should report the reason for the absence to the class teacher.
49. Don't show the parents the progress report based on the examination.
50. My parent have personal cordial relationship with some of my teachers.
51. Conduct PTA meetings once in a month.
52. Teacher visits my home often.

APPENDIX III
FAROOK TRAINING COLLEGE
STUDENT ENGAGEMENT SCALE (DRAFT)

Dr. Fathima Jaseena MPM
Assistant Professor

Mrs. Amina Radeeah V.
M.Ed. Student

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളുടെ ഇടപഴകലുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും **യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു** എന്നീ മൂന്ന് പ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങളുടെ പ്രതികരണം അനുയോജ്യമായ കോളത്തിൽ (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. നിങ്ങളുടെ അഭിപ്രായങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യത്തിന് മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

1. ക്ലാസ് മുറിയിലെ പഠനപ്രവർത്തനങ്ങളിൽ എന്റെ പങ്ക് തെളിയിക്കാൻ കഴിയാറുണ്ട്
2. പരീക്ഷാപേടി കാരണം പഠിച്ച കാര്യങ്ങൾ ഓർക്കാൻ പ്രയാസപ്പെടാറുണ്ട്.
3. ക്ലാസ് മുറിയിലെ സംശയങ്ങൾക്ക് അധ്യാപകനെ സമീപിക്കാൻ മടി കാണിക്കാറില്ല.
4. അധ്യാപകൻ ചോദിക്കുന്ന ചോദ്യങ്ങൾക്ക് ഉത്തരം കൃത്യതയോടെ പറയാൻ കഴിയാറുണ്ട്
5. പ്രവർത്തനാത്മക പഠനപ്രവർത്തനങ്ങൾക്ക് എനിക്ക് താല്പര്യമുണ്ട്
6. പഠനാവശ്യങ്ങൾക്കല്ലാതെ മറ്റു കൂട്ടുകാരുമായി കൂട്ടുകൂടുന്നത് എനിക്ക് ഇഷ്ടമില്ല.
7. ക്ലാസ്സിലെ പ്രവർത്തനങ്ങളിലെ എന്റെ ഇടപെടലുകൾ അധ്യാപകൻ പ്രശംസിക്കാറുണ്ട്
8. അധ്യാപകൻ നൽകുന്ന പാഠ്യപ്രവർത്തനങ്ങൾ ഉത്തരവാദിത്വത്തോടെ സ്വയം ചെയ്യാറുണ്ട്
9. പഠനസമയത്ത് മറ്റു കാര്യങ്ങൾ ചിന്തിക്കാറില്ല.
10. കായിക മത്സരങ്ങളിൽ കഴിവു തെളിയിക്കാൻ കഴിഞ്ഞിട്ടുണ്ട്.
11. പുതിയ സാങ്കേതിക വിദ്യകൾ സ്വായത്തമാക്കാൻ പ്രയത്നിക്കാറില്ല
12. ഗൃഹപാഠങ്ങൾ ചെയ്യുന്നതിൽ മടുപ്പു തോന്നാറില്ല
13. ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്
14. അത്യാവശ്യകാര്യങ്ങൾക്കല്ലാതെ ക്ലാസ്സിൽ ലീവെടുക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.
15. സ്കൂളിലെ പഠനാന്തരീക്ഷം സംതൃപ്തി നൽകുന്നില്ല.

16. പുതിയ ആശയങ്ങൾ പഠിക്കുമ്പോൾ ക്രിയാത്മകമായി ചിന്തിക്കുന്നുണ്ട്
17. കൂടുതൽ വിവരങ്ങൾ നേടുന്നതിന് പത്രങ്ങളെ ആശ്രയിക്കുന്നുണ്ട്
18. പഠനപ്രവർത്തനങ്ങളിലെ തെറ്റിനെ സഹപാഠികൾ പരിഹരിക്കുന്നതിൽ ദേഷ്യം തോന്നുന്നുണ്ട്
19. പാഠഭാഗത്തിന് അനുയോജ്യമായ മോഡലുകൾ നിർമ്മിക്കുന്നതിനെ കുറിച്ച് ചിന്തിക്കുന്നുണ്ട്
20. സ്കൂളിലെ കലാമത്സരങ്ങളിൽ പങ്കെടുക്കാൻ താല്പര്യമുണ്ട്.
21. പഠിച്ച തത്വങ്ങളെ പരീക്ഷിച്ചു നോക്കാൻ ശ്രമിക്കാറില്ല.
22. സഹവർത്തിത പഠനത്തിലൂടെ പഠിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു
23. പഠനപ്രവർത്തനങ്ങൾ ഏകോക്തീകരിക്കുന്നതിനായി ക്ലാസ്സ് ലീഡറിനെ സഹായിക്കുന്നുണ്ട്
24. അധ്യാപകരുമായുള്ള സമ്പർക്കം എന്റെ വളർച്ചയ്ക്ക് പ്രചോദനമാവുന്നുണ്ട്
25. പരീക്ഷാ സമയങ്ങളിൽ അധ്യാപകന്റെ അമിതമായ ഇടപെടലുകൾ എന്നെ അലട്ടുന്നുണ്ട്.
26. പാഠഭാഗത്തെ സംശയം തീർക്കാൻ അധ്യാപകരെ സമീപിക്കുന്നുണ്ട്
27. പഠനത്തിലെ ബുദ്ധിമുട്ട് തരണം ചെയ്യാൻ വീട്ടുകാരുടെ സഹായം തേടുന്നുണ്ട്.
28. ദേശീയ പ്രാധാന്യമുള്ള ദിനങ്ങളിൽ നടത്തുന്ന പരിപാടികളിൽ പങ്കെടുക്കാറില്ല.
29. പഠനാവശ്യങ്ങൾക്ക് ഇന്റർനെറ്റ് ഉപയോഗപ്പെടുത്തുന്നുണ്ട്
30. ക്ലാസ്സിൽ ഉയർന്ന മാർക്ക് ലഭിക്കുന്ന കുട്ടിയോട് അധ്യാപകൻ പക്ഷപാതം കാണിക്കുമ്പോൾ എനിക്ക് ദേഷ്യം തോന്നുന്നുണ്ട്.
31. പഠനമികവുമായി പുതിയ അറിവുകൾ നേടാൻ ശ്രമിക്കുന്നുണ്ട്
32. പഠനയാത്രകളിൽ നിന്നുണ്ടാകുന്ന അനുഭവങ്ങൾ ഉൾക്കൊള്ളുന്നുണ്ട്.
33. അധ്യാപകരില്ലാത്ത സമയങ്ങളിൽ പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാൻ എനിക്ക് താല്പര്യമില്ല.
34. ക്ലാസ്സിൽ നടക്കുന്ന പൊതു വിഷയങ്ങളിലെ ചർച്ചക്ക് എനിക്ക് താല്പര്യമുണ്ട്.
35. ശാസ്ത്രമേളകളിൽ ഞാൻ നേതൃപരമായ പങ്ക് വഹിക്കുന്നുണ്ട്
36. കൃത്യസമയത്ത് ക്ലാസ്സിലെത്താത്തതിനാൽ അധ്യാപകൻ വഴക്ക് പറഞ്ഞാൽ ഞാൻ പ്രതികരിക്കും.
37. പഠനത്തിൽ പിന്നാക്കം നിൽക്കുന്നവരെ സഹായിക്കാൻ മടികാണിക്കാറില്ല.
38. അഭിരുചിക്കനുസരിച്ചുള്ള വിഷയങ്ങൾ തിരഞ്ഞെടുക്കുന്നതിൽ മറ്റുള്ളവരുടെ അഭിപ്രായം സ്വീകരിക്കാറില്ല.
39. പ്രകൃതി പ്രതിഭാസങ്ങൾ സൂക്ഷ്മമായി നിരീക്ഷിക്കുന്നുണ്ട്.
40. പഠനകാര്യത്തിൽ സമയനിഷ്ഠ പാലിക്കാൻ എനിക്ക് കഴിയാറില്ല.

Appendices

41. പഠനകാര്യത്തിൽ മാതാപിതാക്കളുടെ ഇടപെടലുകൾ എനിക്ക് ബുദ്ധിമുട്ടുണ്ടാക്കാറില്ല.
42. സെമിനാറുകളിൽ ഞാൻ സക്രിയമായി ഇടപെടാറില്ല
43. പി.ടി.എ മീറ്റിങ്ങിൽ എന്റെ മാതാപിതാക്കളുടെ അസാന്നിധ്യം എനിക്ക് വിഷമം ഉണ്ടാക്കാറുണ്ട്
44. ക്ലാസ്സ് സമയങ്ങളിൽ എന്റെ ശ്രദ്ധ തൊട്ടടുത്ത ക്ലാസ്സിലേക്ക് മാറിപ്പോകാറുണ്ട്.
45. സംവാദത്തിൽ പങ്കെടുക്കുമ്പോൾ അഭിപ്രായങ്ങൾ തുറന്ന് പറയാറില്ല.

APPENDIX IV
FAROOK TRAINING COLLEGE
STUDENT ENGAGEMENT SCALE (FINAL)

Dr. Fathima Jaseena MPM
Assistant Professor

Mrs. Amina Radeeah V.
M.Ed. Student

നിർദ്ദേശങ്ങൾ

നിങ്ങളുടെ പാഠ്യപാഠ്യേതര പ്രവർത്തനങ്ങളുടെ ഇടപഴകലുമായി ബന്ധപ്പെട്ട ചില പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ പ്രസ്താവനയ്ക്കും **യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു** എന്നീ മൂന്ന് പ്രതികരണങ്ങൾ കൊടുത്തിരിക്കുന്നു. നിങ്ങളുടെ പ്രതികരണം അനുയോജ്യമായ കോളത്തിൽ (✓) അടയാളം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. നിങ്ങളുടെ അഭിപ്രായങ്ങൾ രഹസ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യത്തിന് മാത്രം ഉപയോഗിക്കുന്നതുമാണ്.

1. ക്ലാസ് മുറിയിലെ പഠനപ്രവർത്തനങ്ങളിൽ എന്റെ പങ്ക് തെളിയിക്കാൻ കഴിയാറുണ്ട്
2. പരീക്ഷാപേടി കാരണം പഠിച്ച കാര്യങ്ങൾ ഓർക്കാൻ പ്രയാസപ്പെടാറുണ്ട്.
3. ക്ലാസ് മുറിയിലെ സംശയങ്ങൾക്ക് അധ്യാപകനെ സമീപിക്കാൻ മടി കാണിക്കാറില്ല.
4. അധ്യാപകൻ ചോദിക്കുന്ന ചോദ്യങ്ങൾക്ക് ഉത്തരം കൃത്യതയോടെ പറയാൻ കഴിയാറുണ്ട്
5. പ്രവർത്തനാത്മക പഠനപ്രവർത്തനങ്ങൾക്ക് എനിക്ക് താല്പര്യമുണ്ട്
6. പഠനാവശ്യങ്ങൾക്കല്ലാതെ മറ്റു കൂട്ടുകാരുമായി കൂട്ടുകൂടുന്നത് എനിക്ക് ഇഷ്ടമില്ല.
7. ക്ലാസ്സിലെ പ്രവർത്തനങ്ങളിലെ എന്റെ ഇടപെടലുകൾ അധ്യാപകൻ പ്രശംസിക്കാറുണ്ട്
8. അധ്യാപകൻ നൽകുന്ന പാഠ്യപ്രവർത്തനങ്ങൾ ഉത്തരവാദിത്വത്തോടെ സ്വയം ചെയ്യാറുണ്ട്
9. പഠനസമയത്ത് മറ്റു കാര്യങ്ങൾ ചിന്തിക്കാറില്ല.
10. കായിക മത്സരങ്ങളിൽ കഴിവു തെളിയിക്കാൻ കഴിഞ്ഞിട്ടുണ്ട്.
11. പുതിയ സാങ്കേതിക വിദ്യകൾ സ്വായത്തമാക്കാൻ പ്രയത്നിക്കാറില്ല
12. ഗൃഹപാഠങ്ങൾ ചെയ്യുന്നതിൽ മടുപ്പു തോന്നാറില്ല
13. ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി പങ്കെടുക്കാറുണ്ട്
14. അത്യാവശ്യകാര്യങ്ങൾക്കല്ലാതെ ക്ലാസ്സിൽ ലീവെടുക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.
15. സ്കൂളിലെ പഠനാന്തരീക്ഷം സംതൃപ്തി നൽകുന്നില്ല.
16. പുതിയ ആശയങ്ങൾ പഠിക്കുമ്പോൾ ക്രിയാത്മകമായി ചിന്തിക്കാറുണ്ട്
17. കൂടുതൽ വിവരങ്ങൾ നേടുന്നതിന് പത്രങ്ങളെ ആശ്രയിക്കാറുണ്ട്

18. പഠനപ്രവർത്തനങ്ങളിലെ തെറ്റിനെ സഹപാഠികൾ പരിഹസിക്കുന്നതിൽ ദേഷ്യം തോന്നാറുണ്ട്
19. പാഠഭാഗത്തിന് അനുയോജ്യമായ മോഡലുകൾ നിർമ്മിക്കുന്നതിനെ കുറിച്ച് ചിന്തിക്കാറുണ്ട്
20. സ്കൂളിലെ കലാമത്സരങ്ങളിൽ പങ്കെടുക്കാൻ താല്പര്യമുണ്ട്.
21. പഠിച്ച തത്വങ്ങളെ പരീക്ഷിച്ചു നോക്കാൻ ശ്രമിക്കാറില്ല.
22. സഹവർത്തിത പഠനത്തിലൂടെ പഠിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു
23. പഠനപ്രവർത്തനങ്ങൾ ഏകോക്തിപ്പെടുത്തുന്നതിനായി ക്ലാസ്സ് ലീഡറിനെ സഹായിക്കാറുണ്ട്
24. അധ്യാപകരുമായുള്ള സമ്പർക്കം എന്റെ വളർച്ചയ്ക്ക് പ്രചോദനമാവാറുണ്ട്
25. പരീക്ഷാ സമയങ്ങളിൽ അധ്യാപകന്റെ അമിതമായ ഇടപെടലുകൾ എന്നെ അലട്ടാറുണ്ട്.
26. പാഠഭാഗത്തെ സംശയം തീർക്കാൻ അധ്യാപകരെ സമീപിക്കാറുണ്ട്
27. പഠനത്തിലെ ബുദ്ധിമുട്ട് തരണം ചെയ്യാൻ വീട്ടുകാരുടെ സഹായം തേടാറുണ്ട്.
28. ദേശീയ പ്രാധാന്യമുള്ള ദിനങ്ങളിൽ നടത്തുന്ന പരിപാടികളിൽ പങ്കെടുക്കാറില്ല.
29. പഠനാവശ്യങ്ങൾക്ക് ഇന്റർനെറ്റ് ഉപയോഗപ്പെടുത്താറുണ്ട്
30. ക്ലാസ്സിൽ ഉയർന്ന മാർക്ക് ലഭിക്കുന്ന കുട്ടിയോട് അധ്യാപകൻ പക്ഷപാതം കാണിക്കുമ്പോൾ എനിക്ക് ദേഷ്യം തോന്നാറുണ്ട്.
31. പഠനമികവുമായി പുതിയ അറിവുകൾ നേടാൻ ശ്രമിക്കാറുണ്ട്
32. പഠനയാത്രകളിൽ നിന്നുണ്ടാകുന്ന അനുഭവങ്ങൾ ഉൾക്കൊള്ളാറുണ്ട്.
33. അധ്യാപകരില്ലാത്ത സമയങ്ങളിൽ പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടാൻ എനിക്ക് താല്പര്യമില്ല.
34. ക്ലാസ്സിൽ നടക്കുന്ന പൊതു വിഷയങ്ങളിലെ ചർച്ചക്ക് എനിക്ക് താല്പര്യമുണ്ട്.
35. ശാസ്ത്രമേളകളിൽ ഞാൻ നേതൃപരമായ പങ്ക് വഹിക്കാറുണ്ട്
36. പഠനത്തിൽ പിന്നാക്കം നിൽക്കുന്നവരെ സഹായിക്കാൻ മടികാണിക്കാറില്ല.
37. അഭിരുചിക്കനുസരിച്ചുള്ള വിഷയങ്ങൾ തിരഞ്ഞെടുക്കുന്നതിൽ മറ്റുള്ളവരുടെ അഭിപ്രായം സ്വീകരിക്കാറില്ല.
38. പ്രകൃതി പ്രതിഭാസങ്ങൾ സൂക്ഷ്മമായി നിരീക്ഷിക്കാറുണ്ട്.
39. പഠനകാര്യത്തിൽ സമയനിഷ്ഠ പാലിക്കാൻ എനിക്ക് കഴിയാറില്ല.
40. പഠനകാര്യത്തിൽ മാതാപിതാക്കളുടെ ഇടപെടലുകൾ എനിക്ക് ബുദ്ധിമുട്ടുണ്ടാക്കാറില്ല.
41. സെമിനാറുകളിൽ ഞാൻ സക്രിയമായി ഇടപെടാറില്ല
42. പി.ടി.എ മീറ്റിങ്ങിൽ എന്റെ മാതാപിതാക്കളുടെ അസാന്നിധ്യം എനിക്ക് വിഷമം ഉണ്ടാക്കാറുണ്ട്
43. സംവാദത്തിൽ പങ്കെടുക്കുമ്പോൾ അഭിപ്രായങ്ങൾ തുറന്ന് പറയാറില്ല.

APPENDIX V
FAROOK TRAINING COLLEGE
STUDENT ENGAGEMENT SCALE (FINAL)

Dr. FathimaJaseena MPM
Assistant Professor

Mrs. Amina Radeeah.V
M.Ed. Student

Instructions:

Given below are the statements based on your interactions in learning activities. Responses like agreeing, no opinion, disagreeing are given. Mark your response in the suitable column. Your opinions shall be kept confidentially and will be use only for research purpose.

1. I could prove my involvement in the classroom activities.
2. Feel difficult to recollect the learnt chapters at the time of examination.
3. Do not hesitate to approach teachers for clearing doubt.
4. I could answer correctly for the questions asked by the teacher.
5. Have interest in learning activities.
6. I do not like making friends with others if it is not for learning activities.
7. Teacher appreciates me for my participation in classroom activities.
8. I do the learning activities with all responsibility by myself, given to me by the teacher.
9. Do not think about other matters during study hours.
10. Could prove skills in sports competition.
11. Do not make any attempt to learn new technical arts.
12. Do not feel desperate in doing homework.
13. I actively participate in group works.
14. I do not take leave from school except some for urgent matter.
15. Learning atmosphere in school is not satisfactory.
16. I do think creatively during learning.
17. Depend upon newspaper for gaining more knowledge.
18. I feel angry with my on classmates when they insult me for my mistakes in learning activities.
19. I do think about building suitable models according to the lessons.

20. Have interest to participate in arts competitions at school.
21. Don't try to make the experiment principles learnt in classroom.
22. I like to learn through combined study.
23. I do help the class leader in learning activities/classroom activities.
24. Teachers encouragement enhance my growth and development.
25. Over intervention of teacher during exams disturbs me.
26. I do approach teachers to clear my doubts.
27. I seek help from parents to overcome the difficulty in the studies.
28. Do not participate in the programs on national days.
29. I Use Internet for study purposes.
30. I feel angry when teacher shows favour towards the students who score high marks in the examination.
31. I try to attain new knowledge for the improvement in learning.
32. I do learn from my study tour experience.
33. I don't have interest to engage in the learning activities while teachers are not in the class.
34. I have interest to participate in the discussion of general topics conducted in the classroom.
35. I take leadership in Science competitions.
36. I do not hesitate to help weak students in the class.
37. I do not take others' opinion in choosing the subjects according to my interest.
38. I observe carefully, the miracles of nature.
39. I could not keep punctuality in learning.
40. Intervention of parents in learning did not create any problem for me.
41. I do not actively interact in seminar discussions.
42. I feel sad when my parents are absent in PTA meetings.
43. I do not express my opinion while participating in debates.

Appendix VI
STUDENTS ENGAGEMENT SCALE
RESPONSE SHEET

Personal Details

Name:

Class:

School:

Parent Occupation:

Type: Govt./Aided/Unaided

Gender: Male/Female

Locale: Urban/Rural

Item No.	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
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Item No.	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു
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Appendix VII
SCHOOL SOCIAL SYSTEM QUESTIONNAIRE
RESPONSE SHEET

Personal Details

Name:

Class:

School:

Parent Occupation:

Type: Govt./Aided/Unaided

Gender: Male/Female

Locale: Urban/Rural

Item No.	എപ്പോഴും	ചിലപ്പോൾ	ഒരിക്കലുമില്ല
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APPENDIX VIII

FAROOK TRAINING COLLEGE

DETAILS OF THE SCHOOL SELECTED FOR DATA COLLECTION

1. GOVT.HSS NARIKKUNI
2. MJHSS ELETIL
3. CHAKKALAKKAL HSS ARAMBRAM
4. FAROOK HSS, FAROOK COLLEGE
5. VENERINI EMHSS KARINKALLAYI
6. CHALIYAM UMBICHI HAJI SCHOOL
7. GANAPATH HSS FEROKE
8. NADAKKAVU GIRLS HSS CALICUT
9. MMHSS PARAPPIL
10. NARKKUNI ENGLISH MEDIUM SCHOOL
11. ALFAROOK RESIDENTIAL SCHOOL
12. ISHATH PUBLIC SCHOOL