

## **1.0 INTRODUCTION**

UNESCO is dedicated to pursuing the goal of promoting education amongst every section of the society. The organization is as focused in India as in other parts of the globe. In India there are as many as 300 million people who cannot read and write and yet we are discussing ICT, access to the computer, mobile phones and the high budget gadgets. For the progress of education it is important that we have a sustainable development programme, which can enable larger sections of the population to pursue quality education. The education for sustainable development will end in the year 2014 and 'Education for all', which is a Millennium Development Goal to be achieved by 2015. Looking at these deadlines and obligations, UNESCO has organized a very interesting regional meeting to reflect on the status of 'Education for All' programme. – (Shigeru A. 2012)

This clearly, shows that though efforts are made in every way to enhance and impart education at every level, we can find some loopholes. To bridge the gap, efforts are being made by the schools and teachers. Now, emphasis is shifted from teacher - centred to student - centred. Education is about far more than the marks students achieve. It's about understanding right from wrong and having the knowledge they need to stay afloat in today's society. It helps to develop their perspective on the world around and pushes them to think both creatively and conceptually about many different issues. Without education, sensory information would simply be lost. Education allows us to process the information we receive on a daily basis and make conclusions and inferences based on what we already know.

## **1.1 SCHOOLS AS LEARNING INSTITUTIONS**

A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory.

A learning organization is an organization in which people at all levels are collectively and continually enhancing their capacity to create things they really want to create.

So school is an institution wherein collaborative efforts are made by the management and teachers to impart knowledge to the students. It continuously strives to provide the environment which is based on cultural values and ethics. Its main objective is to impart the kind of knowledge to the students which is long lasting. The goals of the school are based on the goals of society. This shows that the school imparts the learning based on the need of the society. A learning organization is an organization in which people at all levels are collectively and continually enhancing their capacity to create things they really want to create.

To achieve this goal, schools are implementing various techniques to encourage positive student engagement in learning. They take parent's supports by involving them in the learning process. Here, the parents need not come to school for the students, but from home they can support them for completing homework or attending school classes regularly. Schools also design and implement various intra and inter school activities for engaging students. Participation in various activities can be very beneficial to the overall development of the student. This shows that now, we are not only focusing on performance goal but also learning goals are equally important. Performance goal will only give the academic result of the child but learning goals will enhance their capabilities or master something complex. Today's schools are more focused on the learning goals and use the grades as a feedback to know the student's mastery.

## **1.2 NATIONAL CURRICULUM FRAMEWORK 2005**

The National Curriculum Framework (NCF) 2005 written by NCERT (National Council for Educational Research and Training, Delhi) is an official national document that currently provides the framework for guiding syllabus, textbooks and

instructional practices for the entire school education system in India. According to this framework the basic aim of everything done in schools should be geared towards preparing students for:

**1.2.1 Independence of thought and action:** To teach people to think for themselves and to make carefully considered decisions based on values. Lifelong learning: by developing a love for learning and the constant willingness to unlearn and relearn to be able to respond to new situations in a flexible and creative manner.

**1.2.2 Democratic Values:** We should build in students a commitment to democratic values of equality, justice, freedom, respect for human dignity and rights, based on sensitivity to others' well-being and feelings, together with increasing knowledge and understanding of the world. Meaningful work leading to social transformation: Schools must prepare children to participate in socio-economic processes and meaningful work in a spirit of self-reliance and cooperation, contributing to the improvement of society.

**1.2.3 Creativity and life skills:** Education must provide the means and opportunities to enhance the child's creative expression. Development of life skills such as critical thinking, interpersonal communication, negotiation skills, problem-solving, and self-management is also very critical for dealing with the challenges of everyday life.

NCF 2005 emphasizes on: **Active Learning vs. Passive Learning**  
 In the traditional form of teaching, everything that needs to be learned by the child is already written down in the textbook. So teaching becomes a process of transferring writing information to the child's mind. In this scenario, the child is a passive learner. In contrast to this view, NCF 2005 sees learning as a process of construction of knowledge by the child, instead of the transmission of information to the child.

Learning is a process of making sense out of what we see and experience, in order to better understand the world we live in. Learning takes place through interactions with the environment around, nature, things and people, both through actions and through language. The physical activity of moving, exploring and doing things, on one's own, with one's peers or in the company of adults, and using language — to read, to express or ask, to listen and to interact — are the key processes through which learning occurs. In this new scenario, the role of the child is not to be a passive listener, but instead to be an active learner, to actively participate in their learning process. Opportunities to try out, interact, engage in activities, manipulate objects, make mistakes and correct oneself are essential. It is in this process of interaction with a wide range of materials, that children have a chance to discover new things, to make connections, and to connect new ideas to their existing ideas, so that they are able to construct for themselves new knowledge about a given topic. It is by exploring them, asking questions, and discussing with their peers, that they truly understand the content of a lesson in a way that makes sense to them.

### **1.3 STUDENT ENGAGEMENT**

**Student engagement** occurs when "students make a psychological investment in learning. They try to learn what school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives." It is increasingly seen as an indicator of successful classroom instruction, and as a valued outcome of school reform. The phrase was identified in 1996 as "the latest buzzword in education circle (Wikipedia,2005).

Student engagement is increasingly seen as an indicator of successful classroom instruction, and is increasingly valued as an outcome of school improvement activities. Students are engaged when they are attracted to their work, face the challenges and obstacles, and take possible steps in accomplishing their work. Student engagement also refers to a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process. Student engagement is used

to discuss students' attitudes towards school. The term student engagement has been used to depict students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class. Students who participate in the activities show positive attitude in terms of enthusiasm, curiosity and interest.

Every student is unique and can learn best when engaged, where the expectations are challenging and within an environment familiar to him. So, engagement depends on the quality of challenge provided by the teacher.

Students' engagement refers to the degree of attention, interest and passion the students show when they are learning, which collectively desire in the level of motivation they have to learn and progress in their studies. This shows that learning improves when the students are inspired or interested, and the learning tends to suffer when the students are bored, disappointed or disengaged. Engaging students in learning process will increase their attention and focus, motivate them to higher order critical thinking skill and promote meaningful learning.

#### **1.4 EXTERNAL FACTORS INFLUENCING STUDENTS ENGAGEMENT IN LEARNING**

In any educational system, a child from age 3 to 18 years is accepted to learn in school. It becomes their primary duty to study in school and prepare themselves to become responsible adults who can survive in the competitive world. Understand the changes evolving around them and try to adapt with them. To do so, school becomes their basic institution, where they learn at every stage the essence of dealing with things. The level of difficulty increases as a child goes from one standard to another. It is expected by the school and society at large that a child become capable of receiving the knowledge and continue to do so lifelong.

In the course of learning, a student in every class faces certain difficulties of learning. These difficulties lead them to disinterest of subject and thus cannot comprehend knowledge and link it to their real life. What they learn will also determine the

choices they'll make when they enter the workforce or continue onto higher education. In order for students to learn there are several factors that must be considered. These factors are external; they deal with social or cultural values. Also, the school's environment as well as the teachers and administrators that teach them determine the learners' performance.

### **1.4.1 Socio-economic factor**

Students come from various backgrounds to school. Some belong to middle class and some come from affluent household. Even the family structure plays a vital role in their development. Students coming from nuclear family will be different in terms of their upbringing. Students coming from well educated family are more likely to get educational support from the family as compared to those having low educational qualifications. Students from affluent neighbourhood will most likely have more educational support and resources to help them through school. This is not to say that a child's education is predetermined by the parents' education. It is merely one factor that can affect the student's desire to learn.

Often, these neighbourhoods have more tutoring institutions, afterschool activities, and education stores. This can keep the students engaged in the learning process and can further lead to more productive outcome.

### **1.4.2 School as a learning institution**

The vision of school is to work actively in partnership with teachers, parents and management to enable all children to realize their full potential.

The aim of the school is to prepare the children as independent learners and thinkers, to provide a curriculum which caters to all the students, inculcate values in them and foster a sense of belongingness to a community.

School is an institution where learning takes place within a web of social relationships as teachers and pupils interact both formally and informally. Schools are institutional spaces for communities of learners; including both students and teachers (NCF

2005). Physical environment of the school plays an important role for keeping the children engaged in their learning. The class room size, furniture, lighting, educational equipment present in the class motivates the student in the learning process. Children can be encouraged to learn in the playful and fun activities which can relate to their topics of study.

### **1.4.3 Teachers as a facilitator**

Teacher is no longer the source of all the knowledge. A shift has been seen for teacher becoming a facilitator. The educators inspire the students to take ownership in their own learning. Along with that provide opportunities for students to learn key concepts and discover the tools that they need for learning so that they can become lifelong learners. In the 21st century, teachers are the facilitators for learning... who engage, lead, inspire, and encourage the students in our classrooms.

In education, teacher helps students to achieve their goals of making students lifelong learner. For this, she adopts various techniques, considers students knowledge, environment, learning goals as well as standardized curriculum set by the school. Teacher can be the biggest resource for the children to motivate them in the learning process. They also influence the student's involvement in the learning process. The presence of teacher, her confidence, content knowledge, her methodology of instruction together motivates the students to get involved in the learning process.

A teacher's skills, expertise, and willingness also help students to learn. In the art of teaching, anything a teacher does is going to be scrutinized by the students. If the teacher serves as an ideal role model, transacts the content well with confidence, the students will respond positively. If the teacher is not competent in her teaching, then the engagement of student's learning towards the subject will be less.

The students are in the classroom with the expectation of learning; a good teacher will not only teach them that particular subject, but in the process will also teach the

students how to think and approach a subject, whether they realize it or not-- The personality of the teacher can also make a difference in the learning process. The teacher's enthusiasm, love for subject and willingness to transfer the knowledge make an impact on the students. This will create the environment of learning in the class.

The educator uses different methods to draw the students into the lesson and make them a partner in their own education. The role of the teacher in this type of environment is to serve as a facilitator to the students, engaging them and making sure they become active in the learning process. This is often accomplished through the creation of different activities and projects that students work on as they learn. Activity-based teaching requires a great deal of effort on the part of the educator. Teachers using this method need to create lessons and plans that provide students with opportunities to take part in their education. **(Farooq, M.S., Chaudhary A.H., Shafiq M., Berhanu G., 2011)**

Group work or project based learning allows students to take on the role of educator and work together to better understand different subjects. Students work together in small groups to complete a particular project. Each group then presents information learned after performing the task assigned to it to the rest of the class. The educator in this form of activity-based teaching can observe each group and ensure they stay on task, but otherwise may not need to provide much additional information. As the groups present what they have learned, the teacher guides discussion and ensures that students gain right knowledge. In the process the students become responsible for their own learning.



## **1.5 INTERNAL FACTORS AFFECTING STUDENTS' ENGAGEMENT**

It has been seen that the pupil's difficulty in learning may be due to many factors with the child himself. Some of the important factors which may affect the students' engagement are as stated below:

### **1.5.1 Students' health attributes**

Learning happens when the students in best of his health. If a student wants to learn well, he has to be in good condition such as to take rest, eat healthy food, and play sports.

Students who are physically fit have high level of engagement. They perform better in their personal life as they become more confident, self motivated, self awareness is created to learn new things, tend to explore uncovered areas in compared to the students to those students who are not physically fit.

Students with special needs have to work hard as compared to others. A student with low hearing has to put a lot of efforts than the students with normal hearing. We can also a gap in learning based on gender. This is clearly visible in the society. Gender of the student also affects the learning process (Sharma P, 2013).

### **1.5.2 Influence of technology on students**

Students are using technology as a tool or a support for communicating with others and they are in an active role rather than the passive role of recipient of information transmitted by a teacher, textbook, or broadcast. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology allows students to be actively thinking about information, making choices, and executing skills than is typical in teacher-centred class. Moreover, when technology is used as a tool to support students in performing authentic tasks, the

students are in the position of defining their goals, making design decisions, and evaluating their progress.

The teacher's role changes as well. The teacher is no longer the centre of attention as the dispenser of information, but rather plays the role of facilitator, setting project goals and providing guidelines and resources, moving from student to student or group to group, providing suggestions and support for student activity. As students work on their technology-supported products, the teacher rotates through the room, looking over shoulders, asking about the reasons for various design choices, and suggesting resources that might be used.

### **1.5.3 Students' willingness to learn**

Every student learns differently even if they are sitting in the same environment. Some are fast learners and some slow. Based on this, the methodology adopted by the teacher plays a vital role in student learning. That means a teacher has to consider the level of each student and deliver the content. Many activities can be conducted like role play, showing of videos and pictures, discussion, or even a simple talk can make a difference. It is observed by the researcher that even the peer group is an influential factor in students' learning. The more informative the group is the more learning takes place and vice-versa. Students are self motivated, if they are provided proper instructional material followed by feedback from the teacher. In any school, the students are intelligent, enthusiastic, knowledgeable, self motivated. These qualities can be directed to the specific goals set for each one of them by the teacher and the school.

Students learn better when they have interest in the subject. Here, the teacher has to create the same. She becomes the facilitator in providing the information related to subjects and the topics to be learned. At every step, the student has to be motivated and encouraged to do his best and implement his learning.

## **1.6 CONCLUSION**

Students' engagement occurs when they engage themselves in learning. They learn best when they are engaged in deep, sustained and compelling work in the company of teacher dedicated to take up their work in generous and exciting way. Also they get more engaged when the above factors give them right direction and motivate them to get involved in work, persist despite of challenges and obstacles and take visible delight in accomplishment of work that benefits them for long term learning.

## 2.0 INTRODUCTION

A **literature review** is a text of a scholarly paper, which includes extensive research done on the problem, based on the current knowledge including findings, as well as theoretical and methodological contributions to a particular topic.

The researcher has listed down some of the scholarly research that have direct or indirect relevance to the present study.

### 2.0.1 Sharma, P. (2013). A study of socio psychological correlates of learning-thinking style and creativity of secondary school students.

Main **objectives** of the study were to see the relationship between socio-economic status and learning-thinking style; socio-economic status and creativity; personality and learning thinking style and personality and creativity of secondary school students. The study is also aimed to find out the significance of difference between mean scores of learning thinking styles and creativity of secondary school students belonging to different socio economic status, gender, location of school and group of personality traits. **Tool:** To attain the objectives null hypotheses were framed. Descriptive survey method of research was used in executing the present study. In order to keep the study manageable, random sampling technique was adopted in the study. The tools selected by the investigator for collecting authentic information from the respondents were: (i) Meenakshi Sharma. Socio-Economic Status Scale (SSESS) in English. (ii) Mahesh Bhargava. Dimensional Personality Inventory (DPI) Hindi / English. (iii) D. Venkataraman. Style of Learning and Thinking (SOLAT) English. (iv) B. K. Passi. Passi Test of Creativity (PTC) Hindi/English. **Sample:** The sample of study was comprised 600 secondary students studying in various secondary schools of Haryana. **Findings:** It is found out that there exists insignificant relationship between socio-economic status and creativity of secondary school students. It is also concluded that there exists a significant difference between the learning thinking style and creativity of boys & girls and of rural & urban secondary school students. Personality traits also have their effect on the learning- thinking style and creativity of the secondary school students.

## **2.0.2 S., Renu and S., Sudipa (2012). How Student Outcomes Relate to Quality of Teaching in Private and Public Schools in India.**

The **focus** of this paper is to investigate whether the ‘private school premium’, as manifested in student learning outcomes, is the result of better-quality teaching in private schools. Using school - community and household-level data from the Young Lives longitudinal study in the state of Andhra Pradesh in India. The **tools** used are: child questionnaires were used to garner information about children’s perceptions of school and teaching quality, including teacher absenteeism and teacher behavior in the classroom. School observations gathered information regarding school physical infrastructure, and classroom observations were used to collect information on classroom processes and teaching and learning methodologies adopted in the classroom. Head teachers were interviewed to provide further data on qualifications, pupil– teacher ratios, teacher dismissal, parental involvement, etc. **Sample:** It was detailed comparison of 227 schools, 357 teachers and 862 children (class III and IV) in government and private unaided recognized schools in both urban and rural areas. **Finding:** The information on school-based components and information from classroom observation, as well as household- and individual-level information and qualitative interviews, for our analysis. Another key finding of our analysis is that the students of teachers with professional qualifications have significantly higher outcomes (at 10 per cent in value -added specification) than children taught by teachers with only senior secondary education. Students of teachers with Bachelors or Masters Degree in Education do not have significantly better outcomes than those taught by teachers with general degrees, after controlling for other factors. **Findings:** It was found that the children going to private school wanted to seek good and quality education while the parents who want to admit their child in government schools felt that it was near to their house. It was found that the parents who never went to school want their children to go in better school where their children will be taken care. This gives a need to strengthen the better educational quality both in private and government schools. Even parents want to opt to English medium schools which will

impart better education. It was found that the teacher in government schools were far better in terms of salary paid, qualification and content knowledge.

### **2.0.3 Farooq, M.S., Chaudhary, A.H., Shafiq, M., Berhanu, G. (2011). Factors affecting student's quality of academic performance: A case of secondary school level**

**Objective:** This study was conducted to examine different factors influencing the academic performance of secondary school students in a metropolitan city of Pakistan. **Tool:** A survey was conducted by using a questionnaire for information gathering about different factors relating to academic performance of students. **Sample:** The respondents for this study were 10th grade students (300 male & 300 female). The academic performance was gauged by the result of their 9th grade annual examination. Standard t-test and ANOVA were applied to investigate the effect of different factors on students' achievement. **Findings:** The results of the study revealed that socio- economic status (SES) and parents' education have a significant effect on students' overall academic achievement as well as achievement in the subjects of Mathematics and English. The high and average socio-economic level affects the performance more than the lower level. It is very interesting that parents' education means more than their occupation in relation to their children's academic performance at school. It was found that girls perform better than the male students.

### **2.0.4 Taylor, L., and Parsons, J. (2011). Improving Student Engagement**

The study was conducted to find out student engagement in learning and to discover in this literature curricular and pedagogical ideas educators might successfully use to better engage students in learning. To summarize improving student engagement, the themes and ideas that surface most often in the literature are: embedded collaboration, integrated technology, inquiry-based learning, assessment for learning, and making learning interdisciplinary and relevant to real life.

### **2.0.5 Hanrahan, Mary (1998). The effect of learning environment factors on students' motivation and learning.**

The **objective** of the study was to know the effects of learning environmental factors on students' motivation and learning. The main **tools** used for data gathering were continuous field observations over six weeks. The research was originally framed in a constructivist epistemology, but was also informed by an emancipator interest. The main methods used for data gathering were participant observation, interviewing, and a written response survey. The **sample** was a Biology XI class in a local Brisbane high school. The teacher was an experienced Biology teacher and the students were twelve girls and three boys. **Finding:** It was found that, even though the students viewed the class positively, and described them as highly motivated to learn, the level of cognitive engagement was affected by two interrelated factors: the control the teacher had over almost all activities, and student beliefs about learning in this context. The data suggests that both intrinsic and extrinsic motivation which could lead to deep involvement in learning is constrained by a preponderance of teacher-centered methods of instruction. A model is proposed relating intrinsic and extrinsic interest to cognitive engagement. It is concluded that more activities should be used which either implicitly or explicitly reinforce positive beliefs about the need for self-direction in learning. A personal perspective has been included in this paper to indicate the non-linearity of the development of theory.

### **2.0.6 Devaranjan, G. (1992). Impact of socio- economic factors on the reading habits of students in the secondary schools of Kerala: A Pilot study.**

The **objective** was to analyse the impact of socio economic factors on the reading habits of the students in reading materials they were provided. Also, the impact of television, radio, and computer aided teaching is having a correlation with their reading habits. Also the researcher wanted to know the correlation between the socio-economic variables and reading materials and the influence of age and gender on

reading habits. **Tool and sample:** The sample consisted of the class VIII, IX and X students of 32 schools in Kottayam educational district, selected by using stratified random sampling technique. The data was gathered through structured questionnaire and interview. The **findings** were that most of the schools were found to be interested in various types of books especially novels and less interested in geography books. Malayalam language books formed a single largest group. Textbooks were used for the examination purpose. Majority of the students showed interest in reading sensational items in newspaper. Study also found that most of the boys showed interest in reading novels than the girls. There was a significant interest shown in the choice of reading story book by different income groups.

### **2.0.7 Sarma, H.N., Dutta, B., and Sarmad (1991). Identification of the problems of primary education.**

The **objective** of the study was to find out the problems of the primary education and their correlation between pupil's academic achievement and daily attendance in the classes of III and IV. Also, study was undertaken to find the relationship between the physical facilities available at home and their academic achievement. **Tool:** Questionnaire was developed to collect data from students, assistant teachers, headmasters and guardians. **Findings:** The major findings were lack of infrastructural facilities at school, seating arrangement of the school was adequate, and many schools did not have playground and any material for games and sports. The headmasters were trained but some assistant teachers were under trained and not using any teaching methodology in teaching learning process. It was also found that the guardians were not involved in their wards' education.



### **2.0.8 Ching, Gregory and Yueh, Luen Hu (2012). Factors Affecting Student Engagement – An Analysis on How and Why Students Learn.**

The main **focus** of the paper was to study the various factors affecting students' engagement and to analyze on how does the learning process takes place. **Sample and Tools:** A total of 49, 609 students were surveyed and data analyzed using the method of Structured Equation Modeling (SEM). **Findings:** In essence, for the Taiwan student engagement model two mediating factors are found to have significant influence. (i) Future Goals which provides students with reasons to perform and engage, while (ii) School Satisfaction such as the students' perceptions of features of the school environment that are associated with achievement, satisfaction and persistence including the extent to which the institution offers the support students need to succeed academically. Finally, the researchers also mentioned that if proper interventions are taken, it will enable to make learning persist in the students of today.

### **2.0.9 Henderson, Anne T. and Map, Karen L. (2002).The Impact of School, Family, and Community Connections on Students achievement.**

The focus is to provide evidence which is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. When schools build partnerships with families that respond to their concerns and honour their contributions, they are successful in sustaining connections that are aimed at improving student achievement. Several studies found that families of all income and education levels, and from all ethnic and cultural groups, are engaged in supporting their children's learning at home. White, middle-class families, however, tend to be more involved at school. Supporting more involvement at school from all

parents may be an important strategy for addressing the achievement gap. The sample of around 51 schools was taken. Experimental, quasi-experimental, or correlation design with statistical controls were used as tools and techniques for their qualitative study, such as case studies, they looked for sound theory, objective observation, and thorough design. Under major findings they found that certain forms of involvement (contacting the school, encouraging teens to graduate from high school rather than go to college, and supervising behaviour) were associated with lower student achievement. They also found that at-home involvement is related to students' positive attitudes toward school but negatively related to grades and test scores. They interpreted their findings to mean that parents of struggling students provide more help at home than parents of successful students. At last but not the least, they found that Programs and interventions that engage families in supporting their children's learning at home are linked to higher student achievement.

#### **2.0.10 Eerdogan, Esra and Tunaz, Mehmaat (2012). Determining External and Internal Demotivating Factors among Young Learners at Pozantı Regional Primary Boarding School, Turkey**

The objective of the study was to determine the external and internal Demotivating factors among young learners at Pozantı Regional Primary Boarding School in Turkey. In the search of the reasons of demotivation, a questionnaire consisting of 5-point Likert Scale, open-ended questions, observations and interviews were administered. Following the evaluation of data tools, interviews were conducted with randomly chosen students, and a new lesson plan was designed and applied for 8 hours of English lesson independent from the state English book. An observation scheme was used during the classes. The aim of using a scheme is to get outcomes from the observations in an organized and a clear manner. The key finding here is to approach them with an optimistic manner and try to motivate them through different activities, taking their opinions about the course and other things into account and engaging them in the decision making process actively and appreciating their work. Furthermore, young children could easily label each other as the "best" or "weakest" depending on the feedback and praises they receive from the teacher. Therefore, as conscious teachers, we should be well aware of how we give feedback to our students

and observe how those feedbacks affect them; whether we lose them or win them with our feedback. To sum up, motivation is a complex issue being multi-dimensional, yet reflective teachers is aware of its importance very well and the efforts spent for it, especially for the young learners, are quickly reaped and awarded.

### **2.0.11 Hatch, Kristina E. (2011). Determining the Effects of Technology on Children.**

The objective of the study is to determine the effects of technology on children. The study analyses both positive and negative impact of technology advancement on students and their learning process. The researcher took around 87 schools of the city. A detailed interview and questionnaire was used as a tool for the research. The major findings were it is easy to see that it gives great benefits while also posing some great risks. technology should be taken out of children's lives all together has become a slightly unrealistic notion, due to the vast amount of technology that is now available. To keep kids away from it entirely would require them to be shielded from the cell phone, the television, the computer, and iPods. This would require a vast change in lifestyle from adults, who are more than likely already immersed in technology they. When it comes down to it, it is not the fact that children have this technology that is the problem. In order to allow children to have technologies in their lives to reap the benefits of its use, and also prevent them gaining the risks, two key practices must be followed: parental controls and moderation.

### **2.0.12 Epstein, J. (1986). Parents' reactions to teacher practices of parent involvement.**

This article studied parents' reactions to school and teacher efforts to involve parents in school activities. Epstein studied an elementary school in Maryland and found that parents believe their child's schools are well run, provide an overall good education, but do not educate parents enough on how to support their children outside of school. Epstein's study found that a parent's level of education directly correlates with how they could help their child at home. Additionally, she found that schools must follow

up with parents to address other needs that might arise and that over 85% of parents will help their children at home if the schools ask them to do so. Epstein recommended that schools set up workshops in reading, math, and writing to teach parents how they can help their child at home.

**2.0.13 Buhs, E. S., Ladd, G. W., and Herald, S. L. (2006). Peer exclusion and victimization: Processes that mediate the relation between peer group rejection and children's classroom engagement and achievement.**

This study followed reported levels of peer exclusion and peer maltreatment of 380 children (190 girls) who were part of a larger investigation of children's psychological and school adjustment. These children were followed longitudinally from age 5 (kindergarten) to age 11 (fifth grade). Results showed that early peer rejection was associated with declining classroom participation and increased school avoidance. More specifically, it was discovered that (1) children who were less well accepted by their kindergarten classmates were at greater risk for peer maltreatment in subsequent grades; (2) chronic peer maltreatment throughout the primary school years, including sustained peer exclusion and peer abuse, forecasted later school disengagement; and (3) the association between peer group rejection in kindergarten and children's achievement during the middle-grade school years was mediated principally by their exposure to chronic peer exclusion and decelerating classroom participation. These observed linkages support the view that early peer rejection is a precursor of at least two forms of chronic peer maltreatment (exclusion, abuse), that these forms of chronic maltreatment differentially influence children's school engagement, and that chronic peer exclusion is detrimental to children's scholastic progress.

**2.0.14 Connell, J., and Klem, A. (2004). Relationships matter: Linking teacher support to student engagement and achievement. Journal of School Health.**

This paper is one in a series on School Connectedness—Strengthening Health and Education Outcomes for Teenagers. The study examined links between teacher support and student engagement and achievement using initial data from a sample of students in elementary, middle, and high school, in an urban school district implementing the First Things First school reform framework. Longitudinal data sets collected by the Institute for Research and Reform in Education to validate the Research Assessment Package for Schools were used. Results indicated that teacher support is important to student engagement in school as reported by both students and teachers. Students who perceived teachers as creating a caring, well-structured learning environment in which expectations are high, clear, and fair, were more likely to report engagement in school. Higher levels of engagement were associated with higher attendance and higher test scores.

**2.0.15 Cunningham, E., Wang, W.C., and Bishop, N. (2005). Challenges to student engagement and school effectiveness indicators.**

This study examines indicators of student engagement and school effectiveness as part of public accountability systems in Victoria, Australia. A questionnaire was administered to two cohorts of female students, 13–17 years old, one group of 99 students from a socioeconomically low-resourced school and another group of 97 students from a socioeconomically high-resourced school. Differences between the two cohorts on a number of accountability measures were examined, including the following: student perceptions of school engagement (i.e., sense of connection to school, teachers, and peers), motivation to learn, self-esteem, and student safety. Contrary to expectations, no significant differences were found between low- and high-resourced schools on student engagement measures, measures of motivation to learn, or self-esteem. The only significant finding was that females from the high-

resourced school reported higher levels of student safety (i.e., fewer bullying behaviors) than females from the lower sourced school. The findings from this study raise questions about the suitability of these indicators as measures of student engagement and school effectiveness.

**Krishnan (1977)** conducted a study on non-intellectual factors and their influence on academic achievement. The sample comprised of 180 students of sixth to ninth class studying in central school Tirupati and was divided into three groups depending on their parents' education as high, middle and low. The results indicated that parents' educational status had significant influence on the academic achievement of their children.

**Saini (1977)** undertook a study on academic achievement as a function of economic status and educational standard of parents. The sample consisted of 196 students from four colleges of Chandigarh. The findings revealed that educational standard of parents had significant effect on the academic achievement of arts and science students at the college level.

**Aggarwal (1983)** conducted a study on reading ability in relation to some cognitive and non-cognitive factors. The sample constituted 200 male and female students selected randomly from the high schools of Bihar in India. Data were collected by administering reading ability test to the sample. The results of the study indicated that female students had better reading ability and higher academic achievement than male students.

## **2.1 IMPLICATIONS OF REVIEW OF RELATED LITERATURE**

The present study concerns, "Factors affecting the students' engagement in learning". It was observed by the investigator that though the students are seen to be engaged in the school activities, actual learning is not taking place. Due to this, the academic performance of the student is also affected. Even the teachers fail to understand

whether the student has gained the knowledge or not. Here, the students are not only affected by the internal factors related to school but the external factor also plays an important role. The study conducted by **M.S. Farooq, A.H. Chaudhry, M. Shafiq, G. Berhanu (2011)** titled, 'Factors affecting student's quality of academic performance: A case of secondary school level' in which one of the finding was that the parental education also plays a vital role in the academic growth of the student. Children belonging to that group of society are self motivated. Teacher's involvement in the classroom activities also motivates the students in learning process. The studies conducted by **Mary Hanrahan, (1998)**. 'The effect of learning environment factors on students' motivation and learning'. The researcher found that though the classroom environment was positive for learning, the engagement of learning depended upon two factors: i) Teacher's involvement in doing the classroom activities and ii) students belief about the learning. This also shows that motivation was one of the factors which forced the students to learn more and engage themselves in learning. It has been noticed that the students are having best of knowledge; still there are many factors which affect them to learn continuously. As per the today's demand, the school, teacher and the community together have to contribute to student's lifelong learning. It has been observed that student's engagement is enforced by the peer group. The more they are motivated to learn and understand, the more they are engaged to activities associated to it. In today's competitive world, students are more in stress to cope with the changing demands of education and expectation are raised every year to perform better. Textbook are seen as a tool for examination. The study conducted by **Devaranjan, G. (1992)**. 'Impact of socio- economic factors on the reading habits of students in the secondary schools of Kerala: A Pilot study'. The study revealed some of the social factors affecting student performance. Gender plays an important role in reading habits. Textbooks were only used for examination purpose. It has been seen that stress is transferred from teachers to students in completion of course. It clearly states that students learning is not happening but they learn to give examination. This type of behavior sometimes leads to disengagement in learning. In this scenario, students come to school and learn through rote memorization and perform in the examination. This shows that they have done well in academics but the knowledge has not transferred to lifelong learning. With changing scenario, we the educators, talk more of inquiry and skill based learning. But are we,

really offering the same to each and every student. The question, lies, is the school, teachers and community together imparting the type of knowledge required for the students for lifelong learning or we are preparing them for just a particular academic year where they are judged on grades and marks.

The review of literature undertaken by the researcher has helped in understanding the factors which are necessary for students' engagement. It is not only academics that motivate the students to engage themselves in learning process. There are other factors in students' life that plays an important role in making them engage in learning process. Therefore, it becomes essential to understand the motivating force that helps them to get engaged in learning

## **2.2 RATIONALE OF THE STUDY**

In today's system of education, school is viewed as the institution wherein the students are learning with certain objectives in mind. Schools are not only providing them the environment for the same but different resources are also available which directly contributes to their learning. Teachers being an important part of the school, are the best resource for students. With their knowledge, methodology and values, they strengthen the learning process. Students of today are intelligent, curious and knowledgeable. They by and large depend upon the school for the same. Though school is not the only medium to attain knowledge, but cannot be ignored either.

The study conducted by **Mary Hanrahan, (1998)** clearly states that teachers are the best motivators in students learning. The teachers in their course of teaching can use various techniques depending upon the level of student/s. As students form a social group in the school, they too are influenced by the peer group. If the group is motivated, enthusiastic in learning and has an urge in exploring that it directly affects others in doing the same. Here, teacher just plays the role of facilitator. Even the parents of the students contribute to their learning. It has been observed that even the student coming from less affluent social background are having better learning skill as compared to others. This does not ignore the students coming from affluent class. So,



the main focus should be on students learning and their engagement in the learning process.

There is an interdependence of student's engagement with the school and teachers. So, school with the help of teachers try to cater to the needs of students and provide an environment where they can learn to think, explore and present the same as and when required. The researcher has observed that school and teachers are trying their best to find out ways to keep the students engaged. Still there are loopholes in the process. Students sometimes cannot comprehend the content and the result is they become disengaged. Engagement does not merely means to prepare a project or a teaching material and score the grades. Here, engagement has to be meaningful in terms of involvement. Teachers are the best to judge whether the student is involved or not. Hence, it becomes essential for teachers to examine the various parameters undertaken to understand the students' engagement in learning. This will not only help the teachers but students will be benefitted at large. Students will come to know their reasons of disengagement and will try to bridge the gap and move toward the engagement of effective learning.

Students are interested in education; they are willing to learn; they are highly capable of learning; and they are ready to learn. But they want to learn on their own terms. The pedagogy and technologies of the past are not engaging today's students because these students are "miles ahead of us" before we even begin. With all the latest innovative techniques, incorporation of values, teaching the students with new methodology and then trying to measure the students engagement for improving their education, we may wonder: Is defining student engagement really worth the effort? The purpose for education has remained same but the perspective of looking at today's education has changed because the world has changed; and, as the world has changed students have changed with it. An increasing gap exists between what students want and need and what education has provided.

### **3.0 INTRODUCTION**

This chapter discusses the methodology adopted for the present study. The study will follow the phenomenological inquiry approach in order to describe factors contributing to the lived experience of the sample of students with learning. The study looks at the learning experience of the students from their own perspective. The following sections will give a clear picture as to how the study was conducted. The investigator has attempted to detail out the procedure of the study to its detail in the following pages.

### **3.1 STATEMENT OF THE STUDY**

A study of factors that affect students' engagement in learning in a secondary school affiliated to Central Board of Secondary Education in Vadodara city.

### **3.2 RESEARCH QUESTIONS**

The following questions are designed to give directions to the study:

1. What are the indicators of student engagement?
  - a) Academic learning,
  - b) Co-curricular activities,
  - c) Intra - and inter- school competitions,
  - d) Peer group involvement.
2. What are the pedagogical practices that 'turn on' student engagement?
3. What is the family environment that supports and distracts student engagement?
4. What are some social factors that disengage students from learning?
5. What support system is in place to support students' engagement with learning in school?

### 3.3 RESEARCH OBJECTIVES

1. To find the indicators of students engagement in terms of:
  - a. Academic learning
  - b. Co-curricular activities
  - c. Intra- and inter- school competitions
  - d. Peer group involvement in studies
2. To find out the pedagogical practices that 'turn on' student engagement.
3. To find out the various factors in the family that supports and distracts student engagement.
4. To find out other factors that distracts student engagement.
5. To know the support system used by the school to support student's engagement.

### 3.4 EXPLANATION OF THE TERMS

- **Students engagement:** It refers to students' active participation in routine class and school activities, such as attending classes, submitting required work, following teachers' directions in class, participation in intra and inter- school activities, programmes and events. The activities that the students undertake should take them to positive engagement with learning.
- **School:** A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory.

### **3.5 DESIGN OF THE STUDY**

The study followed the phenomenological inquiry approach in order to describe factors contributing to the lived experience of the sample of students with learning. The study looks at the learning experience of the students from their own perspective.

#### **3.6.0 PROCEDURE OF THE STUDY**

##### **3.6.1 POPULATION OF THE STUDY**

The population of the study consists of all students of Secondary schools affiliated to the Central Board of Secondary Education in the academic year 2014 – 15.

##### **3.6.2 SAMPLE AND SAMPLE SELECTION**

The sample for the study comprised of all the students and teachers of a section of class VIII of a school that was purposively selected by the investigator.

The criterion for selection was the willingness of the school administration to provide the class for investigation. The choice of the particular section of class VIII was also left to the administration of the school.

There are forty students in the class that was assigned to the investigator for carrying out the study. Out of the total of forty, the investigator took 10 students who were highly involved in learning and in other activities and 10 who were low. The decision concerning who were engaged and who were not so engaged was made by the class teacher from her experience of the students in the first semester in the same class.

##### **3.6.3 GAINING ACCESS TO THE SAMPLE**

Letter was issued by the principal of School of Science and Education Navrachana University to obtain permission from the Principal of the school to conduct the study. After getting an appointment from the Principal the Researcher met him, showed him

the letter, got his signature and also explained about the study to him, directed the Researcher to the coordinator and noted the same on the permission letter.

The permission letter was shown to the Coordinator and her consent was taken. The students who were the subjects of the study were individually informed by the Researcher about the study and a time was fixed for them to come and meet the researcher for the interaction. All of them were enthusiastic and readily agreed to participate in the study.

#### **3.6.4 SOURCES OF DATA**

Multiple sources of data were used like the learners, the teachers, the parents and the tuition teachers pertaining to their profile and academic performance.

#### **3.6.5 TOOLS FOR DATA COLLECTION**

Participant observation and unstructured interviews were used as the tools for data collection.

1. Semi – structured interview: one – on – one interview was conducted with students during the teaching-learning in classroom.
2. Semi – structured one – on – one interview was used with teachers for understanding the learning behaviour of the students.
3. Unstructured interview with subject tutors for understanding the learning behaviour of the students.
4. Participant observation was done during one – on – one interview with the students.

### **3.6.6 VALIDATION OF THE TOOLS**

To make the tools more students friendly and accurate, it was necessary to take the suggestions and opinions from experts. After preparing the tool, it was given to the subject / content experts for validation. The experts were the experienced teachers from the School of Science and Education, Navrachana University. Various suggestions were incorporated by the investigator in finalizing the tool.

### **3.7.0 PROCESS OF DATA COLLECTION**

The investigator conducted an interview of the participants, teachers and tutors using the Unstructured Questions in order to find out the factors that affect the students engagement in learning. The interviews of the participant, teachers and tutors went on for two months due to school examinations in between various celebrations were going on in the school.

Following the Interviews with the participants, the investigator investigated the facts of the participant by interviewing his or her teachers and tutors (if any). She also keenly observed the behaviour and actions of the participant on one to one basis.

#### **3.7.1 RAPPORT BUILDING**

As each of the students was in regular contact with the researches is a teacher in the school, so there was no need of any ice breaking between the two. But even then, to probe into personal spheres required a certain amount of relaxed atmosphere. So the researcher, did not directly start questioning, but made each of the student feel at ease by exchanging some related small talk about a pleasant activity which was shared between the two of them. This led to the student open up in a frank and forth right manner and even during the conversation between the two, the talks moved back and forth from the objectives of study habits and challenges as the researcher infused bits of related distractions to avoid monotony. During meeting with the other teachers, the teachers were very formal with the questioning and it was a direct conversation.

### **3.7.2 LOCATION FOR OBSERVATION AND INTERVIEW**

A separate area was allotted near classroom, i.e. sofa was placed near staircase along with 1 teacher. Each interview lasted for 40 minutes. If more information was needed that student was called on First period of every Saturday as the students always have their first class free on Saturdays.

### **3.7.3 DATA RECORDING**

The Researcher kept a hard bound note book to record minute details of the observations and conversation that the respondents expressed. Every gesture, expression, mannerism, body language was observed and noted. As the conversation took place in a normal manner, it was difficult to transcript immediately so the researcher only noted the points and then later prepared transcripts of the same. Notes were taken as per the information given by students. On the same day, detailed interpretation of data was done so that loss of data would not happen.

Interview with tuition teachers was done as per their convenience of time and place. Either the researcher went to their coaching class or to the participant's house (in case it was done by private tuition teachers).

Parents interview was restricted by the school authorities and so information about them could not be taken.

## **3.8 DATA ANALYSIS AND INTERPRETATION**

The data analysis phase of the study attempted to transform the data collected into credible evidence regarding first, the learning strategies used by the learners to meet their goals, secondly using time judiciously and completing the task on time as independent learner responsible towards own learning. The data has been analysed under 5 major factors, viz., student's willingness, teacher, family, school and technology, followed by investigator's comments for each participant.

The focus of the study is to find factors that affect the students' engagement in learning in various areas of their life. The research objective was to find answers to the following research questions:

1. What are the indicators of student engagement in terms of:
  - a. Academic learning
  - b. Co-curricular activities
  - c. Intra - and inter- school competitions
  - d. Peer group involvement
2. What are the pedagogical practices that 'turn on' student engagement?
3. What is the family environment that supports and distracts student engagement?
4. What are some social factors that disengage students from learning?
5. What support system is in place to support students' engagement with learning in school?

The participants were of 14 years old and were selected purposefully for the sake of research. The analysis of each participant's interview has been done in the following pages.

### **3.8.1 DATA REDUCTION**

During the process of data collection a large amount of data was collected. Some of the data was highly relevant and was very useful. Also some data collected held no meaning or relationship with the research objectives. This large volume of data had to be read and re-read keeping the research objective in mind. Then transcripts were prepared to convert the raw data into a meaningful form by sorting them subsequently, simplifying them and reducing them and linking parts. All the data that provided information regarding the research objective was kept and the rest was discarded. The retained data was used to develop a comprehensive understanding of each subject that formed the sample for the study.



### **3.8.2 TRIANGULATION**

In order to address the issue of trustworthiness the collected data was subjected to the process of triangulation. The data was triangulated by collecting it from different sources namely the students and the teachers. The data was also triangulated by using different tools such as unstructured interview, participant observation. The period of data collection was also spread over two months.

### **3.8.3 DATA PRESENTATION**

The data is presented in the form of case reports. In order to arrive at a comprehensive understanding of the factors affecting learners' engagement in learning, a format for the presentation for each case was decided. The format is as follows:

- Student's willingness to learn
- Teacher
- Family
- School
- Technology

From the presentation of the data in form of case, the derivations with respect to the study of the factors that affect students engagement in learning.

## **3.9 ETHICS**

The issue of ethics in this research was addressed by taking appropriate permissions and explaining the nature of the study. For confidentiality learners' name is not

mentioned instead the learners have been numbered. Also the names of the persons who have been sources of data have not been mentioned. The researcher has also been a teacher of the sample, hence care has been taken to gain understanding about the case from multiple sources of data and based on evidence. Care has been taken to “bracket” any preconceived ideas held by the investigator regarding the students of study.

#### 4.0 INTRODUCTION

The data generated for the study has been summarized for each participant under the study against the objectives selected for the study. The investigator has attempted to present a bird's eye view of the engagement for all 20 participants in the Table below:

Table 1

##### Factors of learning engagement against each participant of the study - An overview

Participants	Students willingness	Teacher		Family	School	Technology	Extra curricular
		Academic	Non Academic				
Participant 1	✘	✓	✘	✓	✘	✘	✘
Participant 2	✘	✓	✓	✓	✓	✘	✓
Participant 3	✓	✘	✘	✘	✓	✓	✘
Participant 4	✘	✓	✓	✓	✘	✘	✓
Participant 5	✓	✓	✘	✓	✘	✘	✘
Participant 6	✘	✓	✓	✓	✘	✘	✘
Participant 7	✘	✓	✘	✓	✘	✘	✘
Participant 8	✓	✘	✓	✓	✓	✘	✓
Participant 9	✓	✘	✘	✘	✓	✓	✘
Participant 10	✓	✓	✘	✓	✓	✓	✓
Participant 11	✓	✘	✘	✓	✘	✘	✘
Participant 12	✓	✓	✓	✓	✓	✘	✘
Participant 13	✘	✘	✘	✓	✘	✘	✘
Participant 14	✓	✓	✓	✓	✓	✓	✓
Participant 15	✘	✘	✘	✓	✘	✘	✘
Participant 16	✓	✓	✓	✓	✓	✓	✓
Participant 17	✘	✓	✘	✓	✘	✘	✘
Participant 18	✘	✓	✓	✓	✘	✘	✓
Participant 19	✓	✘	✘	✓	✘	✓	✘
Participant 20	✘	✓	✓	✓	✘	✘	✓

The above table shows factors of learning engagement against each participant of the study. Each participant was studied under following factors:

- Students willingness
- Teacher
- Family
- School
- Technology
- Extra curricular

The cross sign (✖) indicates that, the particular factor is not responsible for his engagement in learning.

The tick sign (✓) indicates that, that particular factor is responsible for his engagement in learning.

The above table indicates that most of the students were not engaged on the following factors under study. The engagement factors for each participant varied on their personal experience and their association with different factors.

#### **4.1 CASE REPORTS**

The data obtained for each participant in the study are from multiple sources as explained in the previous chapter has been presented as case reports. Each individual participant student has been individually covered in these reports.

### **PARTICIPANT 1**

Participant 1 is a 14 year old boy and a very shy person by nature. During the interview, he was very happy to share his daily routine. He was eager to share about how he studies and his goals in life.

**Student's willingness to learn:** Though shy by nature, he is motivated to learn, if his mother is there. His mother motivates him to lifelong learning and not only for exam purpose. She always encourages him to do better by providing books, time and gives her ideas to him, whenever he needs them. When a project is given he finds himself self motivated and does not get involved in group. He likes to do his things on his own. He is self motivated but sometimes doubts his own abilities, when he finds himself in doubts.

**Teacher:** As asked to him about the teachers in the school, he felt little uncomfortable in giving the information. When asked more about them, he said that he is not comfortable with all teachers, but mostly he asks his class teacher for help. He shared that she helps him if any problems are there in academics. He liked her helping nature and her readiness to go beyond her duty hours to solve his problems. The participant does not attend any tuition classes and therefore depends on the teacher for extra help for his subjects.

**Family:** He comes from a nuclear, middle class family. Though he feels that the income his parent's earnings are not enough for his education, he feels proud of them that they are taking care of him by whatever way they can. There are various tuition classes nearby his house that provide good education. But he feels that learning by own helps him to achieve his target. Learning resources are not easily available to him from nearby areas, so he has to rely on school library or sometimes has to travel to city area to buy the resource material like books, maps, notebooks. He feels very proud that he is able to learn from books which are not only helping him in academics but also in extra learning. This type of learning is helping him in quiz conducted in school.

**School:** For the student, the school is the first means of getting help and guidance to learn new things. He does not participate in any of the intra or inter school competition because of his shy nature. But if any project is allotted he likes to do it on his own. Through this he finds himself more creative and expressive. The work that he does challenged his mind in learning new things which are not available in school books. He finds such type of books from school library and the net used by him during computer class. Also the art and craft class helps him fostering his creativity.

**Technology:** He used computers and internet whenever some project is allotted to him to find new information on it. He used Google search engine to get the information. He also shared that we should not rely on computer much as there is fake information available. For this, he also refers books that are available in the library.

**Investigator's Comment:** As such the participant does not have any motivational factor which engages him in his learning; however he does due to parental pressure. And the same can be considered as a distracting factor as the participant tends to forget what is learned in a short while. This is due to pressure given to him from his parents side to perform and excel better. The participant is seen to be confused in given information about school, as he feels that the information given may harm him or the teacher will not like it. In school, the participant is more attached to his class teacher and feels comfortable in asking his doubts in the related subjects.

## PARTICIPANT 2

Participant 2 is a 14 year old boy. He is very reserved person by nature. However, as in when he started knowing the researcher he shared his information.

**Willingness to learn:** He is not highly interested in learning new things. He is more focused on the sports activities. He feels sad when he has to compromise with his cricket coaching during his exams or other academic events. When given chance to choose cricket over studies, the participant chooses to go for cricket. He also shared that due to cricket, he feels more confident and more focused.

**Teacher:** He likes all his teachers and says they are very helpful. He says the teachers share their life experiences to motivate the students and give them inspiration. He said that the teachers not only share their subject content but along with that teach them by giving example, through this method he enjoys all the subjects and learns new things from them.

**Family:** He belongs to a nuclear middle-class family. His father is a civil engineer while his mother is a house wife. He likes to play cricket and takes cricket coaching as well. His uncle is a teacher who motivates and inspires him towards positive thinking. He believes the society needs to keep the surroundings clean and he also likes the “SWACH BHARAT Abhiyaan”, proposed by Shri. Narendra Modi. He has been active in making people aware around him about the cleanliness required for the society.

**School:** He likes his school and wants to stay there for longer time due to the environment available to him from teachers side. He wants to be a cricketer or an electrical engineer and he believes that his school helps him a lot. His teacher guides him as and when needed. He looks satisfied with the school as the school gives him

the open environment of learning. He participates in poetry writing competition, which has improved his writing skills. Due to this competition, he has become more expressive.

**Technology:** He uses Internet to a certain level but he relies more on the books suggested by the teachers. He uses library more than Internet for his academic projects and assignments. He believes that the information available on internet may not be reliable and therefore authentic information is not available, which may hamper our learning.

**Investigator's Comment:** The participant is inspired towards academics by his teacher's experience sharing. He is de-motivated when he has to sacrifice cricket due to his academic engagements. His biggest motivation comes from his uncle. The participant likes to do projects, which in turn help in learning new things. As said by him, the participant has become more expressive due to poetry competition. This kind of activities has helped him to get more engaged in good learning.



## PARTICIPANT 3

Participant 3 is a 14 year old boy. He liked to open up and gave his answers without hesitation.

**Willingness to learn:** He is interested in learning new things rather than academic syllabus. He likes to read books brought or suggested by his mother. He likes to discover new things and also reads encyclopedia. He asks his teachers for help and doubts in his academics as well as other new things. He does not like to study with friends as he is more focused in self study.

**Teacher:** He approaches his teachers only when he needs help. He believes in self study, he first tries to understand the subjects or any project given to him by himself. If he feels, he will not be able to do or gets stuck, than only he seeks help of his subject teacher in school. Even if he wants to learn new things which are not related to academics, then also he approaches his teacher. He says that his teacher makes him feel comfortable by explaining the doubts and always encourages him to explore new things and get engaged in knowing better things which will shape him into better person.

**Family:** He belongs to a nuclear middle-class family. His father is an employee in a private company and his mother is a house wife. He is lacking parental guidance as his mother insists him on reading more and more books which are not useful for him. Books like 2 States or other novels by Chetan Bhagat. Due to parental pressure, he inclines himself in reading the books which are not meant for his development. Though parental guidance is available to him, but the guidance is not to read good books or to motivate him to learn better, but they are keep on pushing him to read any book.

**School:** He is neutral about his liking towards school as he is new in the school. The participant does not take part in any co-curricular activities. He sometimes feels shy in

doing anything in school. He fears that any wrong move from his side, will create wrong impression.

**Technology:** He loves surfing the internet for his projects and likes to enhance his knowledge by learning new things available on internet. He also uses internet for his academic projects as well as reading encyclopedias.

**Investigator's Comment:** Due to the lack of parental guidance he is not able to use his potential properly. Utilizes more time on surfing and reading than academic syllabus. In this way, though he is found to be engaged in learning, but his engagement is not fully productive. This could be because of his fear of not getting accepted, if he does something wrong.

## PARTICIPANT 4

Participant 4 is a 14 year old girl. She is an extrovert and shares her views without any hesitation. She is also very creative and fond of dance.

**Student's Willingness:** She studies only to show her parents that by scoring good marks even she can make her own future. She doesn't study to learn anything. Her only objective is to secure good academic grades. She loves to engage herself in extracurricular activities such as mehandi, rangoli, painting, card making and other similar kind of activities. She also likes to dance but does not get any kind of professional training for the same.

**Teacher:** She goes to Navkar Classes for her academic coaching. Her coaching only provides her academic guidance. Her coaching center is only exam oriented and no new learning takes place. However, her proxy teacher inspires and motivates her a lot.

**Family:** Her parents are only concerned with her academics. Apart from her tuition classes, her father teaches her mathematics and also supports her in her other subjects. Her mother is a housewife and grooms her socially. She is close to her mother and that is the reason she shares her school problems with her freely. She feels that her friends are very selfish and they come to her only when they need her. She also feels that her not of helping nature.

**School:** There are many extra-curricular activities that take place in her school. She too wants to participant in them but due to lack to of time, she is not able to participant in them and bring out her talent.

**Technology:** She uses whatsapp for exchanging notes and Internet to seek help but strictly under parental guidance.

**Investigator's Comment:** Her mother and proxy teacher is her engagement factor as they regularly guides her, motivates her and inspires her. However, parental pressure of achieving good grades and not getting time for the activities of her interest distracts and demotivates her. She always feels that to achieve good marks is hampering her talents.

## PARTICIPANT 5

Participant 5 is a 14 year old boy. He is an outspoken person and shares his views without any hesitation. His Intelligent Quotient is very good.

**Student's Willingness:** He loves to read books and tries to investigate more on the topic. He likes to explore as much as is possible, especially about a topic which is academic in nature. He prefers to read Time of India, watches AAJTAJ for news and utilizes books that are available in his school library. He uses dictionary to learn new words. He doesn't like to study in group. He is good with his academics and a little better with academic competitions such as debates, and extempore.

**Teacher:** He goes to Navkar Classes for his academic coaching. His coaching only provides academic guidance. His teachers both of school and tutors provide only academic information and help. All his learning is exam-oriented. With his proxy teacher, he talks about mathematics and only about Ramanujan.

**Family:** He belongs to a nuclear middle class family. His father is a serviceman while his mother is a house-wife. His parents are very supportive and do not pressurizes him for his grades or academics. He has an elder sister who provides him with relevant guidance about his studies, helps him in enhancing his vocabulary, provides with sufficient explanations to a problem and also shares her personal experiences. She is the key factor of his engagement for learning. He interacts with his friend but very less.

**School:** He understands the importance of extra-curricular activities but he is not much interested in participate in either of them as the activities do not create interest in him due to lack of guidance given to him. He is more focused in academics in school.

**Technology:** He does not prefer to use Technology much. Rather he prefers to use books more. He believes that books are more helpful than the information available from internet

**Investigator's Comment:** His elder sister and his passion of reading books are the two key factors of his engagement in learning. Although, reading is not a bad habit, but all work and no play makes Jack a dull boy. Therefore, the participant must also get involved in extracurricular activities of the school, to get more engaged in learning new things and not restrict himself in only learning academic subject.

## PARTICIPANT 6

Participant 6 is a 14 year old girl. She is shy in nature. She does not even care to know what her potentials are.

**Student's Willingness:** She is not interested in any kind of activities other than academics. She only studies for the sake of passing exams. No learning take place in her case. Her only objective is to secure her career. She thinks that learning makes her mature. She also feels that through writing her concepts get clear. She sometimes, if participate, is preferably in extempore and debates. She feels that she cannot do better in any other areas but studies.

**Teacher:** when she was in 3<sup>rd</sup> standard, her class teacher, Vaishali madam forced her to participate in annual function, which explores her new potentialities. And since then she loves her teacher as well as her teacher is her inspiration. After this incident, she once made a poster for saving girl child, which in return gave her appreciations.

**Family:** She belongs to a nuclear middle class family. Her father is a Government servant while her mother is a house-wife. His parents are very supportive and do not pressurizes him for his grades or academics. She has two more siblings, elder brother and sister. Her mother regularly motivates her.

**School:** She loves her school because of her teacher. Her school provides exam oriented curriculum and no new learning is given. Only academic help is given to her that to when she asks for it.

**Technology:** She uses a mobile, whatsapp and internet but strictly under parental control as she believes that this kind of technology are destroying our creativity of thinking and distracts us from our own self.

**Investigator's Comment:** Her only motivating, inspiring and engaging factor is her teacher, Vaishali Madam. But all work and no play makes Jack a dull boy. Without involving in other activities, her learning remains incomplete.



## **PARTICIPANT 7**

Participant 7 is a 14 year old boy and a very shy person by nature. During the interview, he was very happy on sharing his daily routine. He was eager to share about how he studies and his goals in life.

**Student's willingness to learn:** Though shy by nature, he is motivated to learn, if his mother is there. His mother motivates him to lifelong learning and not only for exam purpose. She always encourages him to do better by providing books, time and her ideas to him, whenever he needs them. When a project is given he finds himself self motivated and does not get involved in group. He is self motivated but sometimes doubts his own abilities.

**Teacher:** As asked to him about the teachers in the school, he felt little uncomfortable in giving the information. When asked more about them, he said that he is not comfortable with all teachers, but mostly he is asks his class teacher for the help. He shared that she helps her if any problems are there in academics. He liked her helping nature and always ready to go beyond her limits to solve his problems. The participant does not attend any tuition classes.

**Family:** He comes from a nuclear middle class family. Though he feels that the income his parent's earnings are not enough for his education, he feels proud of them that they are taking care of him by whatever way they can. There are various tuition classes nearby his house who provide good education. But he feels that learning by own helps him to achieve his target. Learning resources are not easily available to him from nearby areas, so he has to rely on school library or sometimes has to travel to city area to buy the resource material like books, maps, notebooks. He feels very proud that he is able to learn from this books which are not only helping him in academics but also in extra learning. This type of learning is helping him in quiz conducted in school.

**School:** From his school is the first means that is helping and guiding him to learn new things. He does not participate in any of the intra or inter school competition because of his shy nature. But if any project is allotted he likes to do it on his own. Through this he finds himself more creative and expressive. The work that he does explores his mind in learning new things which are not available in school books. He finds such type of books from school library and the net used by him during computer class. Also the art and craft class helps him fostering his creativity.

**Technology:** He used computers or internet whenever some project is allotted to him to find new information on it. He used Google search engine to get the information. He also shared that we should not rely on computer much as there is fake information available. For this, he also refers books that are available in the library.

**Investigator's Comment:** As such the participant does not have any motivational factor which engages him in his learning; however makes himself engaged in learning due to guidance given by him from his parents. And the same can be considered as a distracting factor as the participant tends to forget his learning in a short while. The school projects makes him more engaged in learning new things as in this area, he finds himself more expressive and puts his ideas and thoughts into practice.

## PARTICIPANT 8

Participant 8 is a 14 year old boy. He is very reserved person by nature. However, as in when he started knowing the researcher he shared his information.

**Willingness to learn:** He is highly interested in learning new things. This can be know by his participation in extra curricular activities organized in school. He believes that his doubts are cleared by his teacher both in academic and non academic areas

**Teacher:** He feels very positive about his class teachers as she is always ready to extend her help as and when needed. During the Olympiad, his doubts are very much cleared by his teacher, which he appreciated a lot.

**Family:** He lives in a joint family. They have come from Savli to Vadodara for getting better education. At home, he gets his motivation both from his elder sister and father. His elder sister supports him in doing projects, gives and shares ideas on completing his activity. His father motivates him in getting his entrance exam cleared for BoSoN institute, so that in future he gets admission in good engineering college. For that, his father everyday helps him in his studies and he feels very blessed to have him and receive help from him.

**School:** He likes his school as he gets motivated to learn new things through inter and intra school activities organized in the school. He feels proud that he got selected in Spell Bee contest. He participates in heritage quiz, Olympiad and feels that these kinds of activities are helping him to shape his future and develop his intelligence. The participant joined the school last year and was very apprehensive about getting adjusted to new environment. His weakness lies in answering the questions which are tough for him to understand, especially academically. This he has overcome by focusing more on those areas which are difficult for him. As said by him, he has overcome this situation by sincerely studying the subjects which are causing trouble to him.

**Technology:** He uses Internet to update his knowledge and participate in any activities. He believes that the information available to him is helping him to get engaged in inter and intra school activities. He sometimes orders online books for his reference

**Investigator's Comment:** The participant is inspired towards non academics. His teachers and his family (father and sister) are his biggest strengths. By their guidance and help is able to get engaged in the work that is helping him to develop more intellectually and is able to excel in the fields of his interest.

## PARTICIPANT 9

Participant 9 is a 14 year old girl. He is self motivated student. He likes to learn new things by using Technology.

**Willingness to learn:** The participant is self motivated student. This can be known by the way he searches for new knowledge by himself without taking anybody's help. As said by the participant, "Whenever new concepts are taught, I go to internet, search more information on it and then try to use it in my learning"

**Teacher:** The participant finds his teacher very supportive but takes very less help from her both in academics and in non academic fields.

**Family:** He belongs to a nuclear family. Both his parents are working in a private firm. As said by the participant, "My parents are very supportive. After coming from their job, they try to spare some time with me and help me in academics. They ask me if I have any problem in school, with friends. They encourage me to solve the problems on my own. This will help me to be independent."

**School:** As the participant is self motivated student, he finds school as a place where he can explore his ideas by participating in various programmes throughout the year. He says that the activities conducted by the school, helps him to get engaged in more productive learning, as they provide platform to the students to participate and learn new things regarding world and beyond our studies.

**Technology:** The participant makes maximum use of technology to gain knowledge and learn new things. He uses google search engine to find the information on the topic he likes. He is also aware about the authenticity of the information available on net.

**Investigator's Comment:** The participant is aware of his potentials and self motivated student. He needs just a push to explore his potentials. The push is provided by the school by organizing various activities throughout the year.

## PARTICIPANT 10

Case 10 is a 14 year old girl. She is an extrovert and shares her views without any hesitation. She is also very creative and fond of dance.

**Student's Willingness:** She believes in life long learning. For this, she says that I don't need to read books, but I need to learn through experiences. In this way, she is a self motivated person.

**Teacher:** The teacher in the school are very supportive only one help is asked for. She is more inclined to her class teacher, as she feels that her nature helps her to approach her whenever she finds any doubt. She likes the way her Hindi teacher conducts the extra activities which are not in syllabus. This activities are more creativity and helps her to get engaged in doing creative things. In this way, she is able to get engaged in learning new things which are not always academic related.

**Family:** She belongs to a nuclear family. Her father works abroad and her mother is a housewife. She has one elder sister, studying in the same school. She is more attached to her grandfather. She loves to listen to him. He mostly talks about his experience of life, life difficulties and how he overcome them. In this way, she indirectly learns the way of leaving life and how to solve problems.

**School:** There are many extra-curricular activities that take place in her school. She has participated in the competition like Extempo, Quiz competition. For getting herself prepared for this kind of competition, she takes help from the school library or teacher who is in charge of the activities

**Technology:** She believes that technology is very useful to her to achieve good scores in extracurricular activities. She likes to read stories available online and she also believes that due to latest technology, we are able to express ourself better.

**Tuition:** She goes to private tuition classes for learning science, especially the experiments. The tuition teacher only focuses on teaching the subject through experiments and does not believe in giving extra knowledge to the her.

**Investigator's Comment:** Her grandfather is best person for her to get herself engaged in life. In school, she believes, the activities organized are helping her to grow as a person and the teachers are her guiding force.

## PARTICIPANT 11

Participant 11 is a 14 year old boy. He is an outspoken person and expresses his thoughts without any hesitation.

**Student's Willingness:** He loves to read books, especially if the book is of Deepak Chopra. This shows that he is self motivated person and he always strives for achieving anything on his own. He is very disciplined child as he likes to do all his work on time.

**Teacher:** He goes to Navkar Classes for his academic coaching. His coaching only provides academic guidance. His teachers both of school and tutors provide only academic information and help. All his learning is exam-oriented. With his proxy teacher, he talks about mathematics and only about Ramanunjan.

**Family:** He belongs to a nuclear middle class family. His father works in a private firm while his mother is a house-wife, he is one younger sister. His parents are very supportive. They encourage him to read good books, be obedient boy and make good friends. He interacts with his friend quite often and is very social person.

**School:** He does not participate in extra-curricular activities but focuses more on academics when he is in school. For him school is a place where we come to study, so the time we are in school we must focus in learning subjects that help us to score good grades. He says that school is providing enough support material for learning good things like library books, teaching aids, teachers.

**Technology:** He does not prefer to use Technology much. Rather he uses technology very less under his mother's guidance.



**Investigator's Comment:** The participant's positive aspect of getting engaged is his own self. He gets this kind of motivation by reading good inspirational books and continuous guidance by his parents, who he believes are his backbone.

## PARTICIPANT 12

Participant 12 is a 14 year old girl. She is highly inclined to explore new things going around her.

**Student's Willingness:** She is interested in any kind of activities that bring her thoughts process into action. She studies subject to secure good grades. For learning takes place when she participates in inter and intra school activities. she believes in learning by doing and this is the way she gets engaged in learning new things.

**Teacher:** She believes that her teachers are the best available resources in the school. She finds her class teacher more supportive and calm. If she has any problem in academics, she prefers to approach her for her guidance and she feels relaxed and confident, the way she explains the most difficult concepts in a easy way. She also likes the methodology of Hindi teacher, as sometimes she shifts her focus of studies to activities and through that she tries to learn new things about the people who made Hindi a better subject to learn.

**Family:** She belongs to a nuclear middle class family. Her father is a builder while her mother is a house-wife. Her elder sister studies in Parul Institute. Her sister helps her creative things like if any project is given, she helps her in drawing, helps in writing creatively. She feels her mother also motivates her in doing creative things by reading and seeing things which are out of the box and than using the same thing in doing projects.

**School:** She feels that when she is in school, she feels positive in learning new things. The school provides best teaching material like library, best teachers and above all the activities that are designed are bring the growth in students development. The activities like quiz completion, debates, Naukad Natika are one such programmes which are shaping the hidden talents of the students.

**Technology:** She uses a mobile only for making calls.

**Investigator's Comment:** Her only motivating and inspiring factor is her family especially her sister and mother. She believes school to be one to areas where she gets the opportunity to get herself engaged in exploring her creativity.

## PARTICIPANT 13

Participant 13 is a 14 year old boy. He is not confident in giving answers to strangers. The best quality that was expressed unknowingly through him was his nature of helping his friends in need.

**Willingness to learn:** The participant is not academically good. But his best quality is that he always tries to stay on the expectations of his parents and teachers. Though not very good in academics, he is very obedient student and strives to be well behaved in school. When he is with his friends, he feels very positive and believes that his friends are his driving force. He says that “I have got best of friends, who don’t judge me on the marks I get.”.

**Teacher:** He is little shy in approaching his teacher. As he feels that the teacher may not respond to his question or will think that “I am asking silly questions”. Therefore, he keeps a distance with the teacher. When the teacher approaches him with some questions or to give explanation to any topic, he tries to give answers which are written in the text book. He looks upon his teacher with due respect.

**Family:** He belongs to a nuclear middle-class family. His father is an employee in a private firm and his mother is a house wife. He gets academic support from his father. His father teaches him mathematics and science after returning from his office. His mother does not contribute in teaching him academic subjects but motivates him in reading and writing the content regularly which are taught in the school. He believes that his father is continuously making positive remarks so that he learns good things in life. From his father, he has learnt that to become good human is important. This he has learnt as and when his father shares his life experiences with him.

**School:** He is neutral about his liking towards school as he believes that school is an institution to study and therefore, one must respect the place. He is neither happy nor dissatisfied with the school environment. He feels satisfied with the infrastructure that

the school is providing to the students in terms of smart class, activities, teachers and most importantly the school takes personal care of students in terms of their safety.

**Technology:** He loves surfing the internet for playing games and loves to chat on facebook. He is not much aware of other websites that give informative knowledge to the students. When asked about it, he said that he is not interested much in that area.

**Investigator's Comment:** The participant is gets himself more engaged in doing productive learning only when his father tells him or his friends puts faith in him. He tends to listen to his father more on any issue whether it is for learning or any social togetherness. Apart from his family, his friends are his strength. He sometimes lacks confidence in doing things which he himself believes to be correct. This can be seen when he talks with his teacher in the class.

## PARTICIPANT 14

Participant 14 is a 14 year old girl. She is an extrovert person. She expresses her thoughts and ideas by putting in the form of activities she does in the school. She is also very helpful to her friends and teacher.

**Student's Willingness:** She is a kind of person who will go out of the way and help others. This can be seen when she is around her group and if anybody wants her help in any field being academic or non academic, she is always ready to help them. This quality of hers helps her to move further in life and learn new things which are not only helpful to her but also to others. Her driving force in school is her friends and teachers, who keeps faith in her whenever they need her help. At home she finds her father to the best support system, who always explains her that "Your first job is to become good person and chase your dreams."

**Teacher:** She believes that the teachers that she has got this year are the best. She likes the way they all teach their respective subjects. Especially she is fond of her class teacher. She makes English more fun and lively by giving her own examples and connecting it to lessons taught. She enjoys the projects or assignments given in the school. As she believes that these kinds of assignments or projects help us to explore our own talents and the involvement made by the students bring the best of the talents.

**Family:** She belongs to a nuclear family. Her father is working in a private firm and mother is a house wife. She is the only child in the family. Both her parents are striving hard to make her a good human. As per participant "My parents always teach me to become good person and always help others." They do not put any pressure on her to achieve good scores in the exams. They both provide her the best available material to her which are related to academics like extra reading book, practice books, encyclopedia, novels which helps her to shape in better person and also excel in academics.

**School:** As per the participant, “I enjoy being in school, for me school is place where I learn good manners, meet my friends and above all learn good and productive things from my teacher.” She again puts emphasis that the way the teacher teaches us in the class is excellent and the examples quoted by them are also appropriate. The school are arranged various activities throughout the year. She like to take part in GK competition, Extempore, where is finds herself more knowledgeable.

**Technology:** She uses google search engine to find answers to GK questions and use them in competitions. She normally reads good articles that come of children. She like to get learned through Extramarks software, which is available in the school.

**Investigator’s Comment:** Both her parents are excellent source of knowledge, which not only helps her in engaging her in getting involved academically but also to become good person. Her own deeds like her helping nature towards her friend is a driving force to get more productive in life.

## PARTICIPANT 15

Participant 15 is a 14 year old boy. He is less engaged in learning new things in life, both in academics and non academics.

**Student's Willingness:** The participant is less motivated in terms of learning new things that come across him. He believes in learning the content taught in the school and by the teacher. Therefore, his focus is always to get good marks, though every time he struggles to secure good marks in school. He is not motivated when he gets less mark in any subject. At that time, he puts extra effort, by writing 5 times the things that he forgets too often and in this way try to remember the content.

**Teacher:** In school, his focus is on understanding the content taught in the class by the teacher. Therefore, he quietly listens to his teacher and tries to understand the lesson. He likes his teacher very much. He says that though he is not a brilliant student, but he finds his class teacher very supportive. He meets his teacher as and when he finds any problem in the content or any lesson. He feels satisfied when proper response is given to him.

**Family:** He belongs to a nuclear family. He says that his parents are always trying to tell him to study hard and become "big man." As per participants, "My mother regularly tells me study hard and forces me to write the things that I find it difficult 5 times, so that I do not forget." He says that sometimes I don't feel like writing it 5 times and that I lose interest in learning that particular thing. He says that his father is always encourages him to learn the unknown content in systematic way, by first understanding it and then remembering it. He feels that the method his father is using to teach him is appropriate. He is motivated to learn more when his father teaches him in this kind of method.

**School:** The participant has a very neutral feeling about the environment of the school. He says that he often feels that he is just coming to understand the lesson and



secure grades. This is due to lack of attention that he is getting in class. On the contrary he says, that the teachers are very good, but he feels aloof in the class.

**Technology:** The participant does not believe in using any search engine to gain knowledge, instead he believes in reading good books.

**Investigator's Comment:** The participant is less motivated student. Even less efforts are put to boost up his motivation. The only motivation he is getting is from his father, who encourages him to do better by teaching him the content in the way he understands. In this way, he feels engaged in learning more of the content in which he is lacking.

## PARTICIPANT 16

Participant 16 is a 14 year old girl. She was eager to share her views on studies and her involvement in school activities.

**Student's willingness to learn:** The participant is very enthusiastic student who wants to share with others her achievement in different projects. She is very close to her mother and she always shares her life issues, her experience with friends and her problems related to day to day life. As per the participant, her mother always pushes her to do something new apart from daily studies. This kind of motivation keeps her engaged in learning things.

**Teacher:** The participant has studied in the school from standard I. She believes that the teacher she had been studying under till now were cooperative. When asked about her experience with the current subject teacher, she said, "I liked all the teachers very much. The way they explain the content is very good. The style they adopt is very easily for me to understand the content thoroughly." She also believes that her class teacher helps her to improve in language proficiency and motivates her to read more books and increase the vocabulary.

**Family:** The participant belongs to nuclear family. Her father works in a private firm and her mother is a house wife. She is very close to her mother. Her mother always motivates her to do the best in whatever activity she is involved in. As per the participant, "My mother is my biggest strength. She always stands by me in whatever situation I am in and always guides me whenever I need it. She always appreciates me to do the best and encourage me to get myself involved in doing work which makes me happy." She says, "My father normally comes late from job, but always takes out time for me and asks about my daily routine and sometimes helps me in subjects like mathematics and science."

**School:** She feels very proud of being a student this particular school. She says that the school not only takes care of the academics of the students but build the

personality by designing various inter and intra school activities every month. The activities are designed as per the level of the student and therefore it has helped in developing her overall personality. She said that these activities are helpful in bringing her creative aspect into paper. She has participated in “Swaach Bharat Abiyaan” and projects given by subject teacher. She feels satisfied by the infrastructure the school is provided.

**Technology:** The participant uses internet for exploring her knowledge whenever the activities in the school were organized. She used it to increase her inputs. For this she got guidance from her mother. Her mother used to help her in finding the authentic information from the net.

**Investigator’s Comment:** It was observed that the participant is more inclined and dependent on her mother. But her mother was the factor which kept her engaged in doing her regular work and excel both in academics and in non academics. She also finds herself more engaged when any activity in the school is designed which brought her potential out.

## PARTICIPANT 17

Participant 17 is a 14 year old boy and is very soft spoken.

**Student's willingness to learn:** The participant is very soft spoken and well behaved student. His uniqueness lies in the way he extends his help to other, even when the person is not his friend. This was known by his behaviour, when he was doing a project work in the class room and a partner wanted his help. He went out of his way to help him. He was also found to be to accept his weakness and ready to learn the things that he was lacking. For this, we went to his friends for the help. He then was found eager to learn more.

**Teacher:** He found teacher to be very kind towards the students in the class. As said by the participant, "My class teacher is very good and always explains the content very nicely by giving examples. She is always ready to help the students." He also appreciated the way his teacher guided him in his mistakes and he found it encouraging whenever his teacher supports him in academics and extends help as and when needed.

**Family:** Participant belonged to nuclear family and an only child. He says that he parents are always supportive and does not pressurize him in achieving good grades. They want to see him growing as a good child and enjoy life. As said by the participant, "My parents always advices me to become good person, learn good habits and always be nice to elders. They never puts pressure on me to achieve good grades, instead of that they always say that I should take care that the grades should not go below what you can do." This shows that participants believes that his parents are one of the factors which engages him in becoming good person and learn new things that will make him good human.

**School:** The participant is very neutral about the school. He says that the school gives him an atmosphere to study and do the activities that are scheduled for the year.

He does not feel motivated to perform such inter and an intra school activity as his interest in school lies only to study the academic subjects.

**Technology:** The participant is least interested in operating or using internet facility for learning something new. He believes in reading books and gaining knowledge instead of wasting time in surfing internet for information.

**Investigator's Comment:** The participant is found to be less engaged. He is only motivated to do good things as a person when his parents encourage him to be such kind of person.

## PARTICIPANT 18

Participant 18 is a 14 year old girl. He is very reserved person and only likes to share things with her friends in school.

**Willingness to learn:** The participant is very introvert student. She only does things when she is convinced about its outcome. Also she is self motivated student, who gets engaged in doing things when she is herself convinced of doing that particular thing. For that she looks both its advantage and disadvantage and then decides whether to do such things.

**Teacher:** He likes to be with her teacher and always finds her teacher as a person who is ready to give help whenever she is having difficulty in understanding the academic content. She finds her teacher approachable and very easy going person. She says that her teacher also helps her in giving guidance in understanding the projects, participating in extra curricular activities. She finds her teacher to be a persons who motivates her in doing something different and participate in co curricular activities.

**Family:** The participant leaves in joint family. She mostly talked about her grandmother. As told by the participant, “My grandmother is very kind and loving. She always tells me to work hard in studies, though she does not help me in my studies or learning new content but she motivates me by telling that whatever I learn should not be meant for short term. I should learn things that can be useful for entire life.” This shows that, the participant is engaged in learning only when her grandmother talks to her regarding her bright future.

**School:** He likes his school only when the school is scheduled for doing any activity. She finds the rest of days are just learning the academic subjects, passing of test, scoring good marks in the exam. When the school, organizes any inter school activity, she happily participates in them and finds herself more engaged throughout the whole activity.

**Technology:** The participant does not believe in using internet when the information is available in books. She only uses internet or mobile internet when she does not find information in school. She also does not like to socialize on social networking site.

**Investigator's Comment:** The participant is more engaged in learning only when her grandmother talks with her and encourages her to learn things not for short term but for lifelong learning. Even the inter school activities motivates her in getting engaged in doing different things.

## PARTICIPANT 19

Participant 19 is a 14 year old boy who loves to read books and spends most of his time in learning new words.

**Willingness to learn:** The participant is very focused in his learning. He is mostly found reading in the class. As said by the participant, “I always find books around me. Whenever, I don’t understand a word, I simply find the meaning from the dictionary and try to use the words in my writing or while expressing my thoughts.” This showed that the participant himself is a self learner.

**Teacher:** The participant was very neutral while talking about his teachers. But he clearly mentioned that, “I respect my teachers and I take care that I follow their instructions that are told in the class. I also take care I don’t offend my teachers by my actions.” This showed that the participant was very cautious of his behaviour in the class room.

**Family:** The participant belonged to nuclear family. His father is working a private firm and his mother is house wife. He is more close to his mother as she always supports her in his thoughts and guides him whenever he needs her. His conversation with his mother is very casual and friendly. His relationship with his parents is very friendly and the most interesting bonding is that they never push him to study hard. On the contrary, they guide him to focus on his dreams and achieve them.

**School:** The participant finds his school only as a learning place. Therefore, he believes that when he is in the school, he should concentrate on what is taught. He felt satisfied by the environment the school is giving to him in terms of laboratory, audio visual room and dance room. He said that he is not much interested in taking part in inter school activities and those activities do not motivate him to learn things for his future.



**Technology:** The participant appreciates the use of technology. He finds technology very using in learning new things. As per the participant, “I use internet quite often, but under parental guidance. I surf the information and write notes for myself. I also like when the lessons are taught through extramarks in school. This kind of teaching is very easy for me to understand.”

**Investigator’s Comment:** The participant himself is a self motivated student who explores his knowledge of learning by using technology and books. He learns by himself and is motivated to learn more when his parent’s behaviour is positive for him.

## PARTICIPANT 20

Participant 20 is a 14 year old girl who finds it adjust herself with strangers and that the reason people around her sometimes feel that she is arrogant and reserved person.

**Student's Willingness:** The participant is not a self motivated person. She finds herself as a persons who is not liked much by her friends and there suffers from inferiority. But from her conversation, it was known that her teacher takes good care of both in academics and in non academics and explains her the difficult content with much ease and calmly. She also finds her family supportive when they motivates her in good deeds.

**Teacher:** As said by the participant, her teachers are very supportive and she likes her class teacher behaviour as one of the motivating factor that pushes her to learn new things even when she is unable to do at times. At that point of time, she approaches her for further explanation, which in turn is more motivating for her to know things better. She told that, "My class teacher is very energetic and a best motivator, even though she knows that I am not very good in studies"

**Family:** She finds her family very supportive. She says that, "My family knows that I am not very good in securing good grades, but they never forced me to achieve rank in the school. But always told me that grades are important for you to secure good place in further studies. But most important is to become good human being and they are proud of me for being who I am."

**School:** The participant feels that school is a place where she finds good teacher, who always supports her in difficult times. She also like to being a part of school just because of her teacher and they way she is taken care by her.

**Technology:** The participant uses technology only as a part of socializing with friends and relative. She likes to chat with them on what app or facebook. She does not surf any of the educational sites for any references.

**Investigator's Comment:** The participant is more engaged in learning only when she is supported and guided by her class teacher. This kind of guidance from her brings a positive change in her and she is further engaged in learning the things and shaping her own self.

## 4.2 DISCUSSION

The findings derived from the study of twenty participants reveal commonalities as well as differences. The investigator found some similarity with the findings of Farooq, M.S., Chaudhary, A.H., Shafiq, M., Berhanu, G. (2011) that parents' involvement have a significant effect on students' overall academic achievement. A few findings also match that of Taylor, L., and Parsons, J. (2011). Improving Student Engagement, to find out student engagement in learning and to discover pedagogical ideas educators successfully use to engage students in learning.

The current study ends up finding both the positive as well as the negative factors affecting the students' engagement in learning.

The investigator would like to discuss and emphasize certain vital points of students' engagement in learning. Major part in a student's life is evolved around their parents. It becomes important for parents to understand the needs of their wards. And hence, this cannot be denied that parental awareness of current education system and student's engagement becomes of utmost importance. There are few cases which came across where the parent's interference and expectations have become obstacles in the academic engagement of their ward(s). Children have their own pace of learning and developing. A regular parental help can overcome their parent-child issues.

The researcher would like to discuss is about schools. It was observed that many non-academic activities were conducted in the school. However, encouragement was not given to the students for taking active participation in the same. Children were trained to only perform well in their academics. The teaching method, the ambience, the management, the facilities are good in quality. Almost all children showed satisfaction towards their school. The school organizes various inter and intra school activities which helped the students in developing their potentials. But only few of the participants were benefitted as all of them were not motivated and guided to take part in the activities.

Third key point which cannot be ignored is that of teachers. The learning and the experiences that children get from their teachers are for life-long. It is a teacher's

responsibility for grooming a child's future. There were some participants that were close to their teachers and were able to share their feelings, problems and other academic and non-academics experiences with their teachers, while others only went to teachers when they needed academic guidance. This shows that teachers attitude for all participant was not the same or students perceived them so.

Talking about the teaching methodologies used by the teachers in teaching learning process was pertaining mostly to the academics. The students showed their dedication whenever some project was given to them. They showed their complete involvement during that phase of learning. Regular inputs are given to students that help them to resolve their learning engagement troubles. This clearly indicates in order to get students involved; the teaching and learning technology employed should be student centric. One learns, what one does!

This chapter discusses the findings followed by detailed discussions. The study will followed the phenomenological inquiry approach in order to describe factors contributing to the lived experience of the sample of students with learning. The study looks at the learning experience of the students from their own perspective. The following sections will give a clear picture as to how the study was conducted and detailed discussions on the key findings made by the researcher.

## **5.0 STATEMENT OF THE STUDY**

A study of factors that affect students' engagement in learning in a secondary school affiliated to Central Board of Secondary Education in Vadodara city.

## **5.1 RESEARCH QUESTIONS**

The following questions are designed to give directions to the study:

1. What are the indicators of student engagement?
  - a) Academic learning,
  - b) Co-curricular activities,
  - c) Intra - and inter- school competitions,
  - d) Peer group involvement.
2. What are the pedagogical practices that 'turn on' student engagement?
3. What is the family environment that supports and distracts student engagement?
4. What are some social factors that disengage students from learning?
5. What support system is in place to support students' engagement with learning in school?

## 5.2 RESEARCH OBJECTIVES

1. To find the indicators of students engagement in terms of:
  - a) Academic learning
  - b) Co-curricular activities
  - c) Intra- and inter- school competitions
  - d) Peer group involvement in studies
2. To find out the pedagogical practices that 'turn on' student engagement.
3. To find out the various factors in the family that supports and distracts student engagement.
4. To find out other factors that distracts student engagement.
5. To know the support system used by the school to support student's engagement.

## 5.3 EXPLANATION OF THE TERMS

- **Students engagement:** It refers to students' active participation in routine class and school activities, such as attending classes, submitting required work, following teachers' directions in class, participation in intra and inter- school activities, programmes and events. The activities that the students undertake should take them to positive engagement with learning.

- **School:** A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory.

## 5.4 DESIGN OF THE STUDY

The study followed the phenomenological inquiry approach in order to describe factors contributing to the lived experience of the sample of students with learning. The study looks at the learning experience of the students from their own perspective.

## **5.5.0 PROCEDURE OF THE STUDY**

### **5.5.1 POPULATION OF THE STUDY**

The population of the study consists of all students of Secondary schools affiliated to the Central Board of Secondary Education in the academic year 2014 – 15.

### **5.5.2 SAMPLE AND SAMPLE SELECTION**

The sample for the study comprised of all the students and teachers of a section of class VIII of a school that was purposively selected by the investigator.

The criterion for selection was the willingness of the school administration to provide the class for investigation. The choice of the particular section of class VIII was also left to the administration of the school.

There are forty students in the class that was assigned to the investigator for carrying out the study. Out of the total of forty, the investigator took 10 students who were highly involved in learning and in other activities and 10 who were low. The decision concerning who were engaged and who were not so engaged was made by the class teacher from her experience of the students in the first semester in the same class.

### **5.5.3 GAINING ACCESS TO THE SAMPLE**

Letter was issued by the principal of School of Science and Education Navrachana University to obtain permission from the Principal of the school to conduct the study. After getting an appointment from the Principal the Researcher met him, showed him the letter, got his signature and also explained about the study to him, directed the Researcher to the coordinator and noted the same on the permission letter.



The permission letter was shown to the Coordinator and her consent was taken. The students who were the subjects of the study were individually informed by the Researcher about the study and a time was fixed for them to come and meet the researcher for the interaction. All of them were enthusiastic and readily agreed to participate in the study.

#### **5.5.4 SOURCES OF DATA**

Multiple sources of data were used like the learners, the teachers, the parents and the tuition teachers pertaining to their profile and academic performance.

#### **5.5.5 TOOLS FOR DATA COLLECTION**

Participant observation and unstructured interviews were used as the tools for data collection.

1. Semi – structured interview: one – on – one interview was conducted with students during the teaching-learning in classroom.
2. Semi – structured one – on – one interview was used with teachers for understanding the learning behaviour of the students.
3. Unstructured interview with subject tutors for understanding the learning behaviour of the students.
4. Participant observation was done during one – on – one interview with the students.

#### **5.5.6 VALIDATION OF THE TOOLS**

To make the tools more students friendly and accurate, it was necessary to take the suggestions and opinions from experts. After preparing the tool, it was given to the subject / content experts for validation. The experts were the experienced teachers

from the School of Science and Education, Navrachana University. Various suggestions were incorporated by the investigator in finalizing the tool.

## **5.6 PROCESS OF DATA COLLECTION**

The investigator conducted an interview of the participants, teachers and tutors using the Unstructured Questions in order to find out the factors that affect the students engagement in learning. The interviews of the participant, teachers and tutors went on for two months due to school examinations in between various celebrations were going on in the school.

Following the Interviews with the participants, the investigator investigated the facts of the participant by interviewing his or her teachers and tutors (if any). She also keenly observed the behaviour and actions of the participant on one to one basis.

### **5.6.1 RAPPORT BUILDING**

As each of the students was in regular contact with the researcher is a teacher in the school, so there was no need of any ice breaking between the two. But even then, to probe into personal spheres required a certain amount of relaxed atmosphere. So the researcher, did not directly start questioning, but made each of the student feel at ease by exchanging some related small talk about a pleasant activity which was shared between the two of them. This led to the student open up in a frank and forth right manner and even during the conversation between the two, the talks moved back and forth from the objectives of study habits and challenges as the researcher infused bits of related distractions to avoid monotony. During meeting with the other teachers, the teachers were very formal with the questioning and it was a direct conversation.

### **5.6.2 LOCATION FOR OBSERVATION AND INTERVIEW**

A separate area was allotted near classroom, i.e. sofa was placed near staircase along with 1 teacher. Each interview lasted for 40 minutes. If more information was needed that student was called on First period of every Saturday as the students always have their first class free on Saturdays.

### **5.6.3 DATA RECORDING**

The Researcher kept a hard bound note book to record minute details of the observations and conversation that the respondents expressed. Every gesture, expression, mannerism, body language was observed and noted. As the conversation took place in a normal manner, it was difficult to transcript immediately so the researcher only noted the points and then later prepared transcripts of the same.

Notes were taken as per the information given by students. On the same day, detailed interpretation of data was done so that loss of data would not happen.

Interview with tuition teacher was done as per their convenience of time and place. Either the researcher went to their coaching class or to the participant's house (in case it was done by private tuition teachers).

Parents interview was restricted by the school authorities and so information about them could not be taken.

## **5.7 DATA ANALYSIS AND INTERPRETATION**

The data analysis phase of the study attempted to transform the data collected into credible evidence regarding first, the learning strategies used by the learners to meet their goals, secondly using time judiciously and completing the task on time as independent learner responsible towards own learning. The data has been analysed under 5 major factors, viz., student's willingness, teacher, family, school and technology, followed by investigator's comments for each participant.

The focus of the study is to find factors that affect the students' engagement in learning in various areas of their life.

The research objective was to find answers to the following research questions:

1. What are the indicators of student engagement in terms of:

- a. Academic learning
  - b. Co-curricular activities
  - c. Intra - and inter- school competitions
  - d. Peer group involvement
2. What are the pedagogical practices that ‘turn on’ student engagement?
  3. What is the family environment that supports and distracts student engagement?
  4. What are some social factors that disengage students from learning?
  5. What support system is in place to support students’ engagement with learning in school?

The participants were of 14 years old and were selected purposefully for the sake of research.

### **5.7.1 DATA REDUCTION**

During the process of data collection a large amount of data was collected. Some of the data was highly relevant and was very useful. Also some data collected held no meaning or relationship with the research objectives. This large volume of data had to be read and re-read keeping the research objective in mind. Then transcripts were prepared to convert the raw data into a meaningful form by sorting them subsequently, simplifying them and reducing them and linking parts. All the data that provided information regarding the research objective was kept and the rest was discarded. The retained data was used to develop a comprehensive understanding of each subject that formed the sample for the study.

### **5.7.2 TRIANGULATION**

In order to address the issue of trustworthiness the collected data was subjected to the process of triangulation. The data was triangulated by collecting it from different sources namely the students and the teachers. The data was also triangulated by using

different tools such as unstructured interview, participant observation. The period of data collection was also spread over two months.

### **5.7.3 DATA PRESENTATION**

The data is presented in the form of case reports. In order to arrive at a comprehensive understanding of the factors affecting learners' engagement in learning, a format for the presentation for each case was decided. The format is as follows:

- Student's willingness to learn
- Teacher
- Family
- School
- Technology

From the presentation of the data in form of case, the derivations with respect to the study of the factors that affect students engagement in learning.

## **5.8 ETHICS**

The issue of ethics in this research was addressed by taking appropriate permissions and explaining the nature of the study. For confidentiality learners' name is not mentioned instead the learners have been numbered. Also the names of the persons who have been sources of data have not been mentioned. The researcher has also been a teacher of the sample, hence care has been taken to gain understanding about the case from multiple sources of data and based on evidence. Care has been taken to "bracket" any preconceived ideas held by the investigator regarding the students of study.

## 5.9 FINDINGS OF THE STUDY

From the presentation of the reports of 20 participants of the study, following findings can be derived on the basis of individual derivations. The findings are summarized against each of the objectives delineated.

### **Objective 1: To find the indicators of student's engagement.**

#### **a) Academic learning**

- The participants felt that their engagement with learning comes only when they are asked to do some projects or assignments based on the topic.
- Many of the participant found out that they became more expressive when they had hands on experience.
- Participants engagement was seen more when they were given chance to explore to a given topic by the teacher.

#### **b. Co-curricular activities**

- Fewer participants shared their views on their involvement in co-curricular activities organized in school.
- The participant found themselves less interested in class of dance, music and drama, as very few of them spoke for it or took part.

#### **c. Intra and inter school competitions**

- It was found that co-curricular activities in terms of inter and intra school competition organized at school level, do not make the students engaged in learning. The activities conducted were useful to only few participants as a medium of learning. Those were the students who already had the capacity of getting themselves engaged in the learning process. Rest of the participant were not motivated in getting engaged in learning.
- Few students are only motivated to learn new things, as and when guided by the teacher in the school.
- Rest of the students who are not motivated found themselves less engaged in terms of learning new things. They were neither motivated by the teacher

or school nor their family involvement was seen in putting efforts to get these students engaged in the learning.

**d. Peer group involvement in studies**

- It was found that few participants are motivated by the guidance and support given by their friends in the class.
- The conversation that took place between those participants and their friends helped them to engage themselves in learning more in the areas of interest.
- This participant found their peer group as their engaging factor.

**Objective 2: To know the pedagogical practices that ‘turns on’ the students’ engagement.**

- It was found that teachers who taught the content in innovative way, by giving examples, giving their life experiences made the content learning easier and the students got interested in the learning. These kind of learning further motivated or made participants engaged in learning.
- Fewer students shared that the teachers who used technology to teach them were very effective and it helped them to learn.

**Objective 3: To find out the various factors in the family that supports and distracts student’s engagement.**

- It was found that those participants, who lived in a nuclear family, were more who engaged in learning. The parents did not pressurize their children to score high grades, instead motivated him/her for long term learning and become good persons.
- Fewer participant said that their grandparents, uncle or sister were the factors who helped them in getting engaged in learning process.
- It was found that the environment that the participants at home got was very supportive for their learning. These participants were helped by either of their parents in academics as well as in boosting their non academic side, by providing them with book, internet facilities and behaving with them in

friendly manner. This helped the participant to explore themselves more in learning process.

- None of the participant shared that their family was distracting them from getting engaged in learning process.

**Objective 4: To find out other factors that distracts students' engagement.**

- It was found that less attention given by the teachers, were distracting the students from getting engaged or stopping them to learn.
- It was pointed out that when family members were not supportive at the time of needs, the student became less engaged in the learning process.

**Objective 5: To know the support system used by the school to support student's engagement.**

- It was found that school teachers were the best support system for the students to get engaged in learning. They helped them in explaining them not only the difficult contents, but at times extended their help to those students who were willingly ready to learn new things which were not related to their content.
- The software used in the school, "extramarks" was developing an urge in students to get them involved in learning process.
- It was also found that students were satisfied with the activities conducted by the school, which helped them in developing their capacities and engaged themselves in learning new things more quickly. This type of learning made the students engaged long term learning.



## **5.10 IMPLICATIONS OF THE STUDY**

This study has the following implications:

1. The teachers can guide students and help them in developing their overall learning behaviour which in turn will become their motivational factor for engaging them in learning.
2. The Principal and other supervising bodies can allot supervised study time for students during their free lessons that are the time durations when they do not have teaching lessons.
3. Supervising bodies in schools can encourage students for participating in various non-academic activities.
4. The counselors can prepare student specific support that can help students facing learning challenges.
5. Apart from Parents – teachers monthly meeting, the school management can also conduct parents awareness programs.
6. The counselor can conduct standard tests like the Visual Auditory Read/Write and Kinesthetic Test to recognize the type of learner thereby preparing them to create a personalized study habit.
7. Awareness can be created for parents to provide more time with their wards to know about the support the child requires at home with respect to home environment.

## **5.11 SUGGESTIONS FOR FUTURE RESEARCH**

Further research studies can be conducted in the field of identifying the factors that affect the students engagement in learning. The following suggestions are given by the investigator after her present study:

1. Study with respect to the parent-child engagement in learning.
2. Report cards can be also examined to know the performance of each child in academics.
3. Study to determine the co-relationship between study habits and academic achievements.
4. Comparative study of Study habits of High achievers and low achievers.
5. Study of the importance of non-academic activities for better academic achievements.
6. Study of Students Aspirations and Expectations from schools.
7. Study of how to make teaching-learning effective.
8. Study of Career Guidance and Counseling of 14 year olds and their relationship to engaging students in learning.

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## **APPENDIX 1**

### **Unstructured questions for participant students'**

- How motivates you in learning the content?
- What new things you are learning apart from academic subjects?
- Who helps you in school, if you have any difficulty in understanding new things?
- How does your teacher help you in your difficulties?
- How does your teacher motivate you in learning new concepts?
- In school, what are the activities that make you get involved in learning process?
- How are your friends motivating you in learning process?
- At home, who helps you in getting new ideas?
- How does your parents motivate you in learning process?
- How do you feel when new things are to be learnt?
- How do you cope up the difficult situations?
- According, to you what is more important grades or knowing?

## **APPENDIX 2**

### **Unstructured questions for tuition master**

- What methods are adopted by you to teach the student?
- How does the child respond to your methodology?
- How does your teaching motivate the students to learn more?
- How are the students getting involved in learning process?