

“Perception of Student Engagement among Faculty in private engineering colleges”

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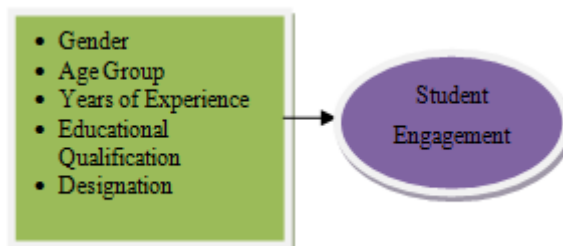
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Schematic diagram of demographical influence on Student Engagement



Abstract:

The study is sought to understand the perceptions of Student Engagement among faculty regarding to various demographic variables. Student engagement is related to students' perseverance, learning, and overall campus experience. The study is conducted among 110 private engineering college faculties working in Kadapa district of Andhra Pradesh. The study follows descriptive research design, as the study discusses the

perception regarding Student Engagement among faculty working in private engineering college. The study follows probabilistic, multi stage sampling method in selection of sample. The study administers structured questionnaire among engineering college faculty for collection of primary data. The study finds similar perceptions of Student Engagement among diverse demographic groups of faculty working in private engineering colleges in Andhra Pradesh.

1. Introduction

Student engagement is related to students' perseverance, learning, and overall campus experience. The engagement construct has evolved over time and incorporates research on student involvement, time on task, academic and social integration - good practices in higher education (Kuh, 2009b). Student engagement has its roots in involvement theory, which focuses on the students' time and effort in educationally focused activities and what institutions do to promote these activities (Kuh, 2005; Pascarella & Terenzini, 2005; Pontius & Harper, 2006).

This study signifies the levels of perceptions of Student Engagement among faculty working in private engineering colleges. Perception of Student Engagement among faculty is important because it contributes to develop a positive attitude and environment in organization. Student Engagement plays a significant role which keeps the organization effective. If the student is highly involved in education perspective, it creates positive interest in faculty that they should teach more and more matters in different ways. But in present situation most of the students have no proper engagement towards education. Consequently the study is sought to understand the perceptions of student engagement in faculty among diverse demographic groups.

2. Review of Literature

Astin's (1977) theory of student involvement is a seminal theory in the understanding of student engagement. The most basic tenet of Astin's (1977; 1993b) theory is that the more time and energy undergraduate students invest in both the academic and co-curricular aspects of the collegiate experience, the more learning is enhanced. Astin (1975) describes involvement as a multifaceted concept that has academic, social, and political dimensions. Undergraduate involvement has been linked to retention rates, academic performance, and levels of career related competencies (Gardner & Barnes, 2007).

Astin's (1984) involvement theory has five basic premises: (a) involvement is an investment of time and energy in various objects; (b) involvement occurs on a continuum; (c)

involvement has both quantitative and qualitative features; (d) involvement is directly proportional to the quality of the student involvement in the program; and (e) the effectiveness of any practice is defined by how much that practice increases student involvement. The literature on undergraduate involvement provides similar evidence that a high level of involvement is linked to a number of positive outcomes, including overall satisfaction with the college experience, academic achievement, and persistence (Astin, 1993; Kuh, 2001). Astin's work was particularly involved in the movement toward connecting effective educational practices to student outcomes (Wolf-Wendel, Ward, & Kinzie, 2009). These outcomes range from disciplinary skills and knowledge to grade point average to time-to-degree measures.

Tinto's (1975) model suggests that at the heart of student success is the student's involvement. "One thing we know about determination is that involvement matters. The more academically and socially involved individuals are - that is, the more they interact with other students and faculty - the more likely they are to persist" (Tinto, 1998, p. 167).

Bean and Metzner (1985) proposed an extension of the Tinto (1975) model called the student attrition model (SAM). The SAM emphasizes the role that friends, family, and other networks of support play in student attrition. These students who rely on external networks may not have the time or interest in the internal support networks that are a core part of the Tinto (1975) model.

3. Hypothesis Development

H1: There is difference in perception of Student Engagement among men and women faculty.

H2: There is significant difference in perception of Student Engagement among various age groups of faculty.

H3: Higher the experience of faculty greater will be the perception of Student Engagement.

H4: There is significant difference in perception of Student Engagement among educational qualification of faculty.

H5: Perception of Student Engagement has significant difference among various designation groups of faculty.

4. Research Methodology

The objective of this study is to understand the perceptions of Student Engagement among various demographic groups of engineering faculty. The study is descriptive in nature, since the study examines and describes the influence of demographical factors on Student Engagement. Demographical factors likewise, Age, Gender, Education Qualification, Year of

Experience and Designation are considered as independent variables and Student Engagement as dependent variable. This study is conducted among the faculty members of engineering colleges in Kadapa Dist of Andhra Pradesh. The study collected data through self administered questionnaire.

The sampling design adopted for the study is probabilistic, multi stage sampling method technique is used to select sample. The study has collected opinions from 110 faculty members from various Engineering Colleges.

The respondents were asked to rate on 5-point Likert scale from “strongly agree” to “strongly disagree”. The questionnaire consists of two sections, in the first section, questions were asked to measure demographic factors like Age Group, Gender, Year of Experience, and Qualification, Designation. In the second section, the questions related to Student Engagement. Analysis of Variance and Independent sample t-test was employed using SPSS 16.0.

5. Data Analysis

The following Table 1 shows the statistic details of demographic factors like Age Group, Gender, Year of Experience, Qualification and Designation.

Table 1: Descriptive Statistics of Demographic factors of Faculty (N=110)

SL. No	Demographic Factors		Number of Respondents	Percentage
1	Age Group	25-30 Years	60	54.5
		31-40 Years	42	38.2
		41-50 Years	5	4.5
		51-60 Years	3	2.7
2	Gender	Male	73	66.4
		Female	37	33.6
3	Year of Experience	0-5 Years	60	54.5
		6-10 Years	34	30.9
		11-15 Years	10	9.1
		15-20 Years	4	3.6
		21 and above Years	2	1.8
4	Qualification	Graduation	11	10.0
		Post Graduation	87	79.1
		NET/SLET(CSIR)	3	2.7

Table 1: Descriptive Statistics of Demographic factors of Faculty (N=110)

SL. No	Demographic Factors	Number of Respondents	Percentage
5	M. Phil	6	5.5
	Ph. D	3	2.7
	Assistant Professor	97	88.2
	Associate Professor	10	9.1
	Professor	3	2.7
	Others	0	0.0

Source: Analysis of Tabulated data

From the following data, it can be observed that there are 60 (54%) of respondents are in the age groups of 25-30 years, 42(38.2%) of 31-40 Years, 5(4.5%) of 41-50 years, 3(2.7%) of 51-60 years. The sample comprises 73(66.4%) male and 37 (33.6%) female faculty. Around 60(54.5%) faculty members have 0-5 Years of Experience, 34(30.9%) faculty have 6-10 Years, 10(9.1 %) faculty have 11-15 Years, 4(3.6 %) faculty have 15-20 Years and 2(1.8 %) faculty have 20 and above years of experience.

Around 11 (10 %) faculty have graduation degree, 87 (79.1 %) have Post Graduation, 3(2.7%) faculty have NET/SLET, 6 (5.5%) have M. Phil and 3(2.7%) faculty have PhD degree. 97(88.2%) faculty are Assistant Professor, 10(9.1 %) faculty are Associate Professor, 3(2.7%) faculty are Professor and 0 (0%) faculties have other designation like visiting and guest faculty.

5.1 Analysis of Student Engagement among Men and Women faculty

The study examines the variance in perception of Student Engagement among men and women faculty members. To analyze the variance in perception of Student Engagement, independent sample t-test is been employed. Student Engagement is considered as dependent variable and gender is considered as grouping variable. The results are been summarized in the following Table 2.

Table 2: Analysis of Student Engagement among Men and Women faculty

SL. No	Gender	No of Respondents	Weighted Mean Scores of Student Engagement	t statistic and p-value (Sig)
1	Men	73	3.63	1.004, .317
2	Women	37	3.48	

Source: Analysis of Tabulated data
Sig at $p < 0.05$

The above table exhibits that there is no significant difference in perception of Student Engagement among men and women faculty ($t = 1.004$, $p > 0.05$). It has been observed from the table that women have lower perceptions of Student Engagement when compared to men faculty. For this reason, Hypothesis 1 There is difference in perceptions of Student Engagement levels among men and women faculty has been rejected.

5.2 Analysis of Student Engagement among various Age Group of the faculty

The study measures the variance in perceptions of Student Engagement among various age groups of faculty. The study divides the faculty members into five groups based on age, Likewise 25-30 Years, 31-40 Years, 41-50 Years, and 51-60 Years.

Table 3: Analysis of variance of Student Engagement among Age groups of faculty

SL. No	Age Group (In Years)	No of Respondents	Weighted Mean Scores of Student Engagement	F ration and p-value (Sig)
1	25-30	60	3.55	.631,.596
2	31-40	42	3.57	
3	41-50	5	4.00	
4	51-60	3	3.66	

Source: Analysis of Tabulated data
Sig at $p < 0.05$

The study adopts Analysis of Variance, were age group is taken as grouping variable and Student Engagement as dependent variable. The results of the data analysis are tabulated as follows in Table 3.

It can be interpreted from the above table that there is no significance difference in perception of Student Engagement among various age groups ($F=.631$, $p > 0.05$). Hence the Hypothesis 2, there is significant difference in perception of Student Engagement among diverse age groups has been rejected.

5.3 Analysis of Student Engagement with respective to Year of Experience

The study analysis the perception of Student Engagement among the faculty groups based on years of experience. To examine the data Analysis of Variance has been employed with Year of Experience as Grouping variable and Student Engagement as dependent variable. The results are been tabulated as in the following Table 3.

The following table reveals that there is no significant difference in perception of Student Engagement among the faculty members with diverse years of experience ($F=1.262$, $p > 0.05$). Hence the Hypothesis 3, there *is* significant difference in perception of Student Engagement regarding years of experience among faculty is rejected.

Table 3: Analysis of Student Engagement levels with respective to Year of Experience

SL No	Year of Experience (In Years)	No of Respondents	Weighted Mean Scores of Student Engagement	F ratio and p-value (Sig)
1	0-5	60	3.48	1.262,.290
2	6-10	34	3.76	
3	11-15	10	3.40	
4	15-20	4	3.75	
5	20 and above	2	4.00	

Source: Analysis of Tabulated data
Sig at $p < 0.05$

5.4 Analysis of Student Engagement of faculty based on Qualifications

In this segment, the study analyses the perception of Student Engagement of faculty based on their education levels. To attain the proper results, Analysis of Variance is been employed, education qualification is taken as grouping variable and Student Engagement as dependent variable. The results are been tabulated in the following Table 4.

Table 4: Analysis of Student Engagement of faculty based on Qualifications

Sl No	Education Qualification	No of Respondents	Weighted Mean Scores of Student Engagement	F ratio and p-value (Sig)
1	Graduation	11	3.18	1.259,.291
2	Post Graduation	87	3.64	
3	NET/SLET(CSIR)	3	3.66	
4	M. Phil	6	3.33	
5	Ph. D	3	3.66	

Source: Analysis of Tabulated data
Sig at $p < 0.05$

It can be observed form the above table there is no significant difference in perception of Student Engagement among faculty ($F= 1.259$, $p > 0.05$). Hence Hypothesis 4, There is

significant difference in perception of Student Engagement among educational qualification of faculty has been rejected.

5.5 Analysis of Student Engagement of faculty based on Designation

In this section, the study analysis the perception of Student Engagement based on their designation of the faculty. To obtain the appropriate results, Analysis of Variance is been employed,

Table 5: Analysis of Student Engagement of faculty based Designation

SL No	Education Qualification	No of Respondents	Weighted Mean Scores of Student Engagement	F ration and p-value (Sig)
1	Assistant Professor	97	3.60	2.08, .130
2	Associate Professor	10	3.20	
3	Professor	3	4.00	
4	Other/Principal	0	0.00	

Source: Analysis of Tabulated data

Sig at $p < 0.05$

designation is taken as grouping variable and Student Engagement as dependent variable. The results are been tabulated in the above Table 5.

The study findings are summarized in the above table. The study observes there is no significant difference in perception of Student Engagement among faculty ($F= 2.08$, $p > 0.05$). Consequently the study opines the diverse designation groups of faculty have similar levels in perception of Student Engagement. Hence Hypothesis 4 Perception of Student Engagement has significant difference among various designation groups of faculty has been rejected.

6. Conclusion

The study is ought to find the levels in perception of Student Engagement among private engineering college faculty. The study has employed cross sectional analysis based on demographic characteristics. The study considers Gender, Age Group, Year of Experience, Education Qualification and Designation are the demographic factors on which Student Engagement is analyzed. It is found that entire faculty holds similar perceptions of Student Engagement.

Management has to take care of creating interest among students regarding education perspective. But today world, most of the students are not caring about their studies. The

reason behind this is most of the colleges are admitting rural area children, even though they are not having proper educational background. Therefore college management has to create educational awareness among students joining in their colleges. For this, management needs to play a lead role and want to create some programmes like giving presentations by qualified faculty, attractive teaching methods and so on. Moreover they have to get students presentation feedback periodically.

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