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Effect Of Different Classroom Predicators On Students Behavioral Engagement

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Abstract

The purpose of the study was to explore student behavioral engagement and related predicators in the classroom. Questions were formulated to investigate the perceptions of students regarding different forms of classroom engagement and to find out the classroom predictors related to students regarding different engagement in the classroom. It was a quantitative descriptive research design. We collected the data through a questionnaire. Through random sampling technique, a sample of 60 students male and female was taken from Education, Psychology & Sociology Departments at the University of Malakand. For data analysis, descriptive statistics (Frequency, Percentage, Mean and Standard deviation) were used. According to the results, most students show different levels of behavioral engagement in the classroom. We found students who predict classroom climate, instructor behaviour and course content are Predictors of student engagement in the classroom. We concluded that most students show different level of behavioral engagement and predict that classroom climate, teacher behaviour and course content affect their engagement forms in the classroom. Based on the results the study recommended that teachers create a positive classroom environment, provide a democratic environment in the classroom, where students feel comfortable taking part in the class, provide opportunities to every student to maximize their engagement in the classroom, use students centered teaching methods, engage all students in the classroom through group discussion, communication, cooperative learning and helps students in their learning tasks during class and to deliver the course contents through technology to develop communication skills of the students and the university should be provided continues teacher training for professional development of the teacher.

INTRODUCTION

The word "engagement" is often used to refer to meanings such as participation, intervention, and mutuality, and this concept is synonymous with personal involvement in certain activities (Connor, 2011; Taylor & Parsons, 2011; Trowler, 2010). In addition, the term "engagement" is sometimes used interchangeably with words such as "active", "attention", and "effort" (Connor,

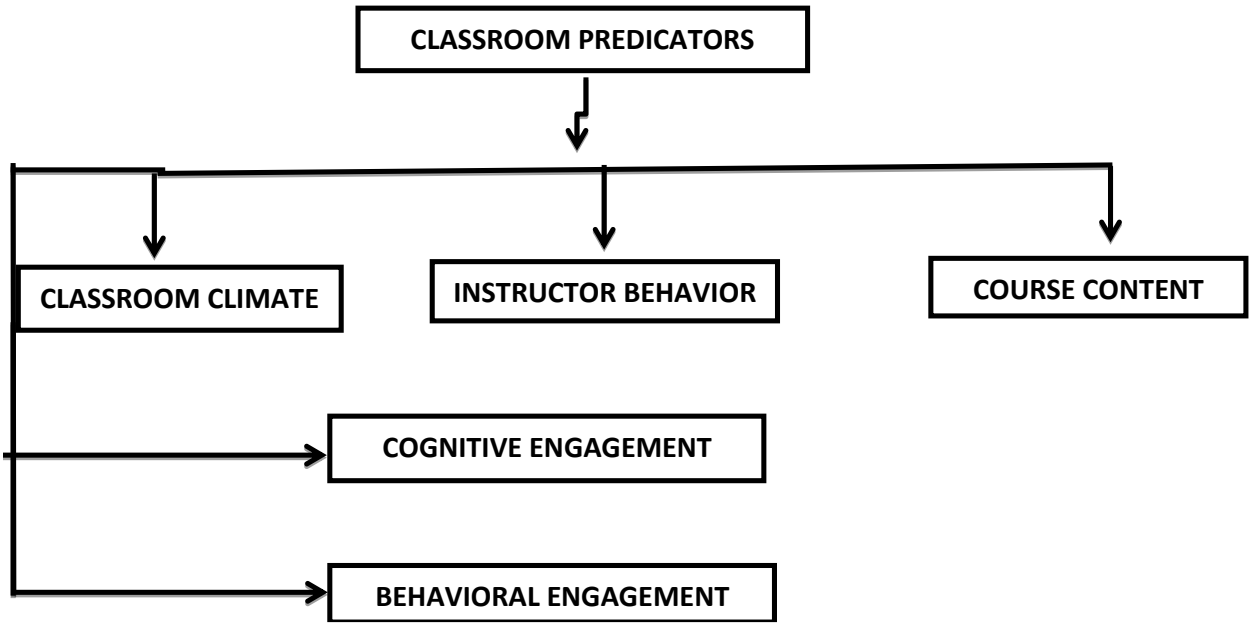
2011). Sharing is about energy in the workplace and the relationship between person and activity. Thus, student participation is diverse and can be described in different ways (Bukhari, S, K, S.; Said, Hamdan; Gul, R; Seraj, P, M, I. 2021; Ahmad, I., Gul, R. 2021). For example, Kraft and Dougherty (2013) suggested that student participation is linked to a sense of competence or effectiveness and a sense of belonging to the teacher and the classroom. A similar concept has been suggested by Wang and Eccles (2013), who argued that student participation is optimized when students find classroom conditions meet their needs for competence, autonomy, and belonging defining participation as a magnet that attracts and holds students' attention (Trowler,2010).

This study focuses on the student behavioral engagement, and related predicators in the classroom, which might affect students' engagement forms in the classroom. Educators and teachers are primarily interested in enhancing student engagement because it is one of the major strategies for student retention and academic performance improvement in the classroom (Conner, 2011; Jang, 2010; Kraft & Dougherty, 2013; Phillips, 2015). Some researchers (Urdan, T., Midgley, C., & Anderman, E. M. (1998) attribute poor attachment and poor performance to students in the classroom. Student participation and academic performance depend on how to improve teacher interaction in the classroom (Gul, R., Tahir., Ishfaq, U., Batool, T. 2021). Students who do not take part with their teachers in the classroom were often unhappy and were more likely to be bored during classroom activities (Guvenc, 2015). Student participation is used to discuss student attitudes towards the classroom, while less participation matters in leaving the classroom (Waston, 2015). As Gul, R., Ahmad, I., Tahir, T., Ishfaq, U. (2022) explained, if instructors require students to take part in class, then instructors are required to teach students how to take part.

This study has looked at different student participation that relates to participation that encompasses behavioral skills. Behavioral participation is often defined as a partnership based on personal participation in scientific, social and co-curricular activities in the classroom (Ahmad, I., Gul, R. & Zeb, M. 2022). In multidimensional participation concepts, one of the important aspects of the class is used to determine whether students are fully taking part in both academics and activities provided by the classroom, teachers and the content of the course. Behavioural participation refers to some student learning behaviours, such as focus, effort, after rules and positive interaction with teachers and colleagues, remaining among others (Batool, S., Tahir. T., Gul, R., Ishfaq, U. 2021).

The results, conclusion and the proposed recommendations should be helpful for the teachers, educators and students to engage them in the teaching-learning process. It was suggested in the student engagement research that more involvement produces more engaged students. Students not only do not know what the instructor means by class participation, but they also receive no instruction on how to take part. Students who are engaged in learning are more likely to succeed academically in the classroom (Gul, R., Zakir, S., Ali, I., Karim, H., Hussain, R. 2021; Ali, I., Gul, R., Khan, S. S., Karim, K. 2021; Csikszentmihalyi, Schneider, & Shernoff, 2003; Taylor & Parsons, 2011) Students usually seek a degree while those who do not wish to attend class. While student participation is one prerequisite for effective learning and the motivation for academic achievement (Wang & Eccles, 2013). The study further should be helpful for teachers, policymakers and curriculum developers to focus on students' engagement in the terms of learning environment, curriculum design, teaching methods, classroom management and classroom climate (Gul, R., Khilji, G. 2021).

Conceptual Framework



The conceptual framework of the study shows the three important classroom predictors classroom climate, instructor behaviour and coarse content. And how these predictors related to students' behavioral engagement in the classroom.

Research Questions

Q1: What is the level of students behavioral engagement in the classroom?

Q2: How Classroom environment, Instructor behavior, Course Content and Interaction with Class fellows affects students behavioral engagement?

LITERATURE REVIEW

The Concept of Students Engagement

According to Appleton, Christenson, and Furlong (2008), the concept of student participation was introduced about 29 years ago, and student interaction refers to meaningful participation throughout the learning environment. This refers to the relationship between students, school, classroom, teachers, peers, education, and curriculum (Ayub, A., Gul, R., Ali, A., Rauf, B., M. 2021). Student engagement has two dimensions, which are behavioural and cognitive. Behavioural participation refers to student participation in academic and co-curricular activities. While cognitive participation speaks of the student's thinking and desire to master hard skills (Frederick et al., 2004). Student participation theory emphasizes that the more students attend class, the more students learn and grow personally (Auster, C. J, & MacRone, 1994). Fruitful participation is an important means by which students create a sense of belonging to their peers, teachers, and classrooms while providing diverse learning and development opportunities (Bensimon, E. M 2009). The time and energy students spend on meaningful educational activities is the best indicator of their academic and professional progress. Institutions whose students are fully involved in a variety of activities that contribute to the valuable outcomes of colleges and universities may be of higher quality than other colleges and universities where students are less active (Kuh, 2001).

Student Behavioral Engagement

Behavioral participation is defined as a partnership based on personal participation in scientific, social, and co-curricular activities in the classroom (Gul, R., Talat, M., Mumtaz, M., Shaheen, L. 2021). In multidimensional participation concepts, one of the important aspects of the class is used to determine whether students are fully taking part in both academics and activities provided by the classroom, teachers and the content of the course. Behavioural participation refers to some student learning behaviours, such as focus, effort, after rules and positive interaction with teachers and colleagues, remaining among others (Hattie and Anderman, 2013). Research shows that students' behavioural engagement is likely to lead to greater academic achievement and classroom retention (Hattie & Anderman, 2013). As an intermediary between the settings and the desired learning results, behavioural participation can increase by changing the aspects of learning environments (Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. 2021; Kraft and Dougherty, 2013; Troller, 2010). They introduced the concept of behavioral participation to cover the idea of student involvement and participation in academic and social activities, which is very important to academic performance. For example, if the student will follow behavioral norms and does not display negative and disruptive behaviour, he can be considered a participant in the behavioral context.

Predictors of Student Engagement in Classroom

Classroom Climate

The classroom environment that supports student participation is when the student receives a lot of help and expectations from teachers and peers in the learning process. (Yazzie-Mintz, 2010). Classroom factors such as reliability, a sense of belonging, fairness, stability, motivational factors and an attractive environment are closely related to student satisfaction. A positive classroom environment helps students learn by creating a fair environment, mutual respect, security and positive communication (Gul, R., Ayub, A., Mazhar, S., Uddin, S., S., Khanum, M. 2021). According to (Bardin & Lewis (2011), the context of the classroom environment is represented by the "4Cs" concept namely culture, community, curriculum and co-curriculum. According to Sahil (2010), teachers are one of the most important factors influencing how students perceive their educational environment. Most studies have shown that teacher support and encouragement are also important for student active participation. (Gul, R., Khan, S. S., Mazhar, S., & Tahir, T. 2020). Therefore, teacher support is important in influencing student participation in the classroom, which contributes to student participation in the classroom. Social learning theory emphasizes three interrelated components in understanding student participation in the classroom. The components are individual component components (self-esteem, self-confidence, and attitude), behavioural components (performance or response to the situation), and environmental components (feedback from peers, parents, and teachers) (Bandura, 1977). Similarly, Leonard (2008) believes that self-esteem, performance, and feedback from others influence student participation.

Instructor Behavior

Teacher behaviour can also affect the number of participating students. There was a positive relationship between student and teacher. It has been important to student interaction and performance (Roorda et al., 2011). According to Müller (2001) are students. Your greatest effort is to build positive relationships with teachers rather than students who show no interest in the class. The behaviours of instructors can affect the participation of their students. For example, Fritschner (2000) showed that students look at

instructors to have an important impact on whether they or other students take part. Students will see the verbal and non-verbal behaviour of teachers as a duty of factors that can encourage or ignore students' participation. Interestingly, teachers usually seemed uniform in how face and voice expressions and letters can be viewed as talking for students. At least initially, the responsibility of students to take part in the class. The methods of education and communication between teachers and students should inspire students to take part in discussion and learning. Fassinger (1995) reported that the personal pattern and behaviour of teachers are not trained to communicate with students. Poor teachers are blocked, while excellent teachers encourage active participation leads to positive emotions (Azman, 2005). He concluded that the students' participation was more active when they were characterized by good instructions. Although these conclusions are implicit because of indicators that can show based on the patterns of participation in the quality of instructions and guidelines. Instructors might encourage student participation by using praise and calling on students by names (Nunn, 1996), and emphasizing the importance of students' questions (Gul, R., Tahir, T., Ishfaq, U. 2020) are related to increased student participation. Nunn (1996) found that instructor behaviours, such as the use of praise, calling on students by name, and creating a supportive atmosphere, were the most important indicators of student participation.

Course Content

Course content criteria provide valuable feedback to measure and improve student investment in learning as they reflect the structure, teaching method, and design of a particular course. Barkley (2010) reflects the value of creating participation criteria with coarse content and shows that the teacher uses every means to assess class participation. In contrast to the widespread focus on institutional participation indicators, it measures student attendance through behavioural responses in response to teaching (Gul, N., Tahir, T., Gul, R., Batool, S. 2022; Laird, Smallwood, & Garver, 2009). The Classroom Survey of Student Engagement assesses student perceptions of engagement in a course content (Smallwood & Ouimet 2009). The survey measures the frequency by which students engage in various educational activities through course content (Smallwood & Ouimet, 2009). Course content can focus on student involvement and useful information about the event frequently asked Questions are they traditional? The learning outcomes and student participation strongly influenced the level and type of course content in the classroom. (Pascarella and Terenzini 1991), In a first summary report on student Participation, concluded that the greatest student does or does scientific work, simultaneous knowledge production. This National Student Participation Survey (NSSE) came to a similar and more recent conclusion, Noting that extensive research Shows the student's progress at this point And the energy students spend on education and course activities are the best predictor of units your learning and personal development (Kuh, 2009).

Partners in Learning

This is to determine which academic performance is often a source of care for teachers and society as well as the family of students, especially very suitable. This trend is interpreted in the first place in the participation of students (Bathgate 2010). increased values of small studies, as well as major empirical studies in this area, these families and societies that breeders from basic partners should struggle to predict and improve the overall academic performance (Collins,2014 & Philips, 2015). On the one hand, the family is also interested in improving students' academic performance. Teachers in class, especially in motivation and performance for students, and parents have the most impact on students to address their learning and study behaviour to suit

(Jensen, 2013). Finally, search for meaningful and effective contributions that help students, especially pay attention to the growing agreement that the institution can not match a wide range of learning and development needs (Bathgate, 2010). Student families and communities can often provide additional support and resources, and promote motivation for students and participation, and so academic performance. Increasing the number of contemporary studies on academic performance, the tendency to think of parental participation as a tool for achieving students (Auerbach, 2009; Mutch & Collins, 2012). In addition, the increasing number of experimental studies showed that participation between institutions and families leads to better academic outcomes for students because parents play an important role in the formation of their children's behaviour and their participation in classroom activities. (Kraft & Dougherty, 2013). Family participation, which leads to effective cooperation between parents, families, and institutions, should be mentioned as one of the greatest surprises for student participation in the educational process. Therefore, the effective interaction between the institution and the family can stimulate students' participation in a relatively short period (Wang & Neihart, 2015).

Teacher Student Interaction

Another factor that has a significant influence on student participation is teacher-student interaction (Burgess, 2015; Jang et al., 2010, Swederski, 2011). It is common for a student to be fully involved in the learning process while attending one class, but not interacting in another. The difference in participation rates is usually because of the behaviour and teaching style of the teacher. Wang and Neihart (2015) presented the effect of teacher-student interaction on the participation of students in the classroom and thus progress in a more meaningful way and found in their study that students who have a higher level of warmth and support or a low level of conflict in you are teachers they experienced. The interaction between the students and teachers had better achievement. Likewise, it was found some researchers attributed a lack of attachment and poor performance to the students (Urdan, T., Midgley, C., & Anderman, E. M. 1998). Supportive teachers who created a positive learning environment showed that the classroom is a safe and valuable place to study. As a result, students felt more connected and involved in learning and became more academically successful (Reyes et al., 2012). The effect of teacher-student interaction on student performance in the classroom is natural as people are social beings and need to develop relationships with others. When examining student participation from the perspective of teacher-student interaction, many researchers consider socio-contextual supportive factors, such as the teaching style of teachers, which is often seen as a consistent model in teacher training. Management and treatment of students to gain insight into how teacher-student interaction affects student academic participation in the classroom (Jang et al., 2010).

Methods and Materials

The research design was quantitative, and the method adopted for the research was survey design. Descriptive research is a fact-finding research method that leads to an acceptable and accurate analysis of the results (Hickman, L., Rog, D.J. 1998). As the study focused on the behavioural engagement of the students and the predicators of students' engagement in the classroom. Therefore, the descriptive method was the most suitable for this study.

Sample Size and Sampling Procedure

We used a simple random sampling technique for the study. With simple random sampling, each person has an equal chance of being selected, and choosing one person does not affect the selection of another person in any way (Andrew F. Siegel,

2016). sixty students made up the sample size of the study with the following divisions. Twenty students, both male and female, in the Department of Education, Twenty students, both male and female in the Department of Psychology & Twenty students both male and female in the Department of Sociology.

Research Instrument

In this study, we used a questionnaire as a data collection tool. Questionnaires as a tool help to collect information faster and easier (Fraley, Waller, Brennan, 2000). Four points Likert scale (1=strongly Agree, 2 =Agree, 3=Disagree, 4=Strongly Disagree) was used to measure participants' agreement with various statements. Participants in this study were university students who could easily read and answer English sentences in a questionnaire. The questionnaire was drawn up with the help of the supervisor and the existing literature. The Cronbach alpha for the six items on behavioural engagement was found.703, for the six items on classroom climate was found.707, for the six items on instructor behaviour was found.769 and for the six items on course content was found.735. Descriptive statistics (frequency, percentages, mean and standard deviation) were used for the analysis of data of all questions.

RESULTS

Table-1: Gender of the students

S. NO	Gender	Frequencies	Percentages
1	Male	25	41.7
2	Female	35	58.3
3	Total	60	100.0

Table 4.1 shows the frequencies and percentages of the respondents regarding gender. Among 60 respondents, males were 25 (41.7%) and females were 35 (58.3%).

Research Question 1: What is the level of students' behavioral engagement in the classroom?

Table 2: Level of Students Behavioral Engagement

S.no	Statements	Frequencies percentages	SA	A	DA	SD A	Mean	Std. Deviation
7	I feel interested in the class.	Frequencies	22	32	6	0	1.7	.634
		Percentages	37%	53%	10%	0		
8	I pay attention to the things I am supposed to remember.	Frequencies	23	31	4	2	1.7	.728
		Percentages	38%	52%	7%	3%		
9	I actively take part in-class discussions.	Frequencies	18	31	10	1	1.9	.730
		Percentages	30%	52%	17%	1%		
10	I do not want to stop working at the end of class.	Frequencies	9	18	29	4	2.4	.833
		Percentages	15%	30%	48%	7%		

11	I participate by speaking in my class.	Frequencies Percentages	7 12%	45 75%	8 13%	0 0	2.0	.504
12	I take part by responding to questions in my class.	Frequencies Percentages	11 18%	38 63%	7 12%	4 7%	2.0	.756

Table 2 shows that 22 (37%) students strongly agreed, 32 (53%) students agreed, and 6 (10%) students were disagreeing when they feel interested in the class. 23 (38%) students were strongly agreed, 31 (52%) were agreed, 4 (7%) disagreed and 2 (3%) strongly disagreed when they pay attention to the things they supposed to remember. 18 (30%) students strongly agreed, 31 (52%) agreed, 10 (17%) disagreed and 1 (2%) strongly disagreed when they actively take part in class the discussion. 9 (15%) students strongly agreed, 18 (30%) agreed, 29 (48%) disagreed and 4 (7%) strongly disagreed when they do not want to stop working at the end of class. 7 (12%) students strongly agreed, 45 (75%) agreed, and 8 (13%) disagreed when they participate by speaking in their class. 11 (18%) students strongly agreed, 38 (63%) agreed, 7 (12%) disagreed and 4 (7%) strongly disagreed when they take part by responding to questions in their class. It was found that (80%) of students show behavioural engagement in the classroom.

Research Question 2: How Classroom climate, Instructor behavior, Course Content affects students behavioral engagement?

Table 3: Classroom Climate

S.no	Statements	Frequencies and percentages	SA	A	DA	SDA	Mean	Std. Deviation
13	I felt comfortable talking with my instructor during class.	Frequencies Percentages	16 27%	28 47%	11 18%	5 8.3%	2.0	.889
14	I felt encouraged before giving my opinion in the class.	Frequencies Percentages	18 30%	25 42%	12 20%	5 8%	2.0	.918
15	The atmosphere my instructor usually created in the class is tense.	Frequencies Percentages	9 15%	20 33%	26 43%	5 8%	2.4	.852
16	My instructor is judgmental during class discussions.	Frequencies Percentages	8 13%	32 53%	19 32%	1 2%	2.2	.691
17	My instructor did not treat each student equally in the class.	Frequencies Percentages	10 17%	11 18%	24 40%	15 25%	2.8	1.023
18	I feel comfortable taking part orally in the class.	Frequencies Percentages	15 25%	36 60%	8 13%	1 2%	2.0	.671

Table 3 shows that 16 (27%) students strongly agreed, 28 (47%) students agreed, 11 (18%) students were disagreeing and 5 (8%) strongly disagreed when they felt comfortable talking with

their instructor during class. 18 (30%) students strongly agreed, 25 (42%) students agreed, 12 (20%) students were disagreeing and 5 (8%) strongly disagreed when they felt encouraged before giving their opinion in the class. 9 (15%) students strongly agreed, 20 (33%) students agreed, 26 (43%) students were disagreeing and 5 (8%) strongly disagreed when the atmosphere their instructor usually created in the class is tense. 8 (13%) students strongly agreed, 32 (53%) students agreed, 19 (32%) students were disagreeing and 1 (2%) strongly disagreed when the instructor is judgmental during class discussions. 10 (17%) students strongly agreed, 11 (18%) students agreed, 24 (40%) students were disagreeing and 15 (25%) strongly disagreed when the instructor did not treat each student equally in the class. 15 (25%) students strongly agreed, 36 (60%) students agreed, 8 (13%) students disagreed and 1 (2%) strongly disagreed when they feel comfortable taking part orally in the class. It was found that (63.33%) of students predict classroom climate as a predictor of student engagement in the classroom.

Table 4: Correlation between classroom climate and behavioral engagement

		CC13	CC14	CC15	CC16	CC17	CC18
BE7	Pearson Correlation	.040	.118	-.151	-.175	.019	-.093
	Sig. (2-tailed)	.761	.368	.251	.180	.884	.480
	N	60	60	60	60	60	60
BE8	Pearson Correlation	.164	.101	-.007	-.126	-.068	.199
	Sig. (2-tailed)	.211	.440	.959	.336	.604	.126
	N	60	60	60	60	60	60
BE9	Pearson Correlation	.092	.288*	-.063	-.124	.009	.156
	Sig. (2-tailed)	.487	.025	.634	.344	.945	.235
	N	60	60	60	60	60	60
BE10	Pearson Correlation	.015	.225	.081	.027	.109	.192
	Sig. (2-tailed)	.908	.084	.537	.835	.408	.142
	N	60	60	60	60	60	60
BE11	Pearson Correlation	.186	.034	.140	.087	.009	.305*
	Sig. (2-tailed)	.155	.795	.286	.510	.947	.018
	N	60	60	60	60	60	60
BE12	Pearson Correlation	.320*	.213	-.153	-.061	-.064	.011
	Sig. (2-tailed)	.013	.102	.245	.646	.626	.933
	N	60	60	60	60	60	60

Table no 4 shows the correlation between behavioral engagement statements (BES 7 to 12) and classroom climate statements (CCS 13 to 18), with Pearson correlation coefficient (r) value, respectively.

Table 5: Instructor Behavior

S.no	Statements	Frequencies and percentages	SA	A	DA	SDA	Mean	Std. Deviation

19	Teacher keeps engage all students in the classroom.	Frequencies Percentages	18 30%	33 55%	8 13%	1 2%	2.0	.700
20	The teacher provides opportunities for active participation to every student.	Frequencies Percentages	25 42%	26 43%	7 12%	2 3%	2.0	.789
21	The teacher arranges group discussions in the class.	Frequencies Percentages	14 23%	27 45%	15 25%	4 7%	2.1	.860
22	Teacher helps students in their tasks during class.	Frequencies Percentages	18 30%	34 57%	7 12%	1 2%	1.8	.684
23	The communication between teachers and students is good.	Frequencies Percentages	22 37%	28 47%	9 15%	1 2%	2.0	.476
24	Our teachers use a variety of teaching methods.	Frequencies Percentages	11 18%	32 53%	15 25%	2 3%	2.1	.747

Table 5 shows that 18 (30%) students strongly agreed, 33 (55%) students agreed, 8 (13%) students were disagreeing and 1 (2%) strongly disagreed when the teacher keep engaging all students in the classroom. 25 (42%) students strongly agreed, 26 (43%) students agreed, 7 (12%) students were disagreeing and 2 (3%) strongly disagreed when the teacher provides opportunities for active participation to every student. 14 (23%) students strongly agreed, 27 (45%) students agreed, 15 (25%) students disagreed and 4 (7%) strongly disagreed when the teacher arrange group discussion in the class. 18 (30%) students strongly agreed, 34 (57%) students agreed, 7 (12%) students were disagreeing and 1 (2%) strongly disagreed when the teacher helps students in their tasks during class. 22 (37%) students strongly agreed, 28 (47%) students agreed, 9 (15%) students were disagreeing and 1 (2%) strongly disagreed when the communication between teachers and students is good. 11 (18%) students strongly agreed, 32 (53%) students agreed, 15 (25%) students were disagreeing and 2 (3%) strongly disagreed when their teachers use a variety of teaching methods. It was found that (80%) of students predict instructor behaviour as a predictor of student engagement in the classroom.

Table 6: Correlation between behavioral engagement and instructor behaviour

		IB 19	IB 20	IB 21	IB 22	IB 23	IB 24
BE7	Pearson Correlation	.224	.111	.043	.141	.324*	.005
	Sig. (2-tailed)	.086	.400	.741	.284	.012	.971
	N	60	60	60	60	60	60
BE8	Pearson Correlation	.133	-.074	.196	.162	.039	.218
	Sig. (2-tailed)	.311	.575	.133	.217	.768	.094
	N	60	60	60	60	60	60
BE9	Pearson Correlation	-.027	.135	.159	.003	.121	-.100
	Sig. (2-tailed)	.840	.302	.224	.979	.356	.449
	N	60	60	60	60	60	60
BE10	Pearson Correlation	.108	.014	.161	-.024	-.024	.089

	Sig. (2-tailed)	.409	.917	.219	.857	.858	.499
	N	60	60	60	60	60	60
BE11	Pearson Correlation	-.042	-.161	-.006	.204	-.127	-.051
	Sig. (2-tailed)	.752	.220	.965	.118	.335	.699
	N	60	60	60	60	60	60
BE12	Pearson Correlation	.177	.140	.089	.314*	.172	.164
	Sig. (2-tailed)	.176	.286	.501	.014	.189	.210
	N	60	60	60	60	60	60

Table- 6 shows the correlation between behavioral engagement statements (BES 7 to 12) and instructor behaviour statements (IBS 19 to 24), with Pearson correlation coefficient (r) value, respectively.

Table 7: Course Content

S.no	Statements	Frequencies and percentages	SA	A	DA	SD A	Mean	Std. Deviation
25	The course design helps us understand the course contents.	Frequencies	13	40	7	0	1.9	.573
		Percentages	22%	67%	12%	0		
26	The course allows me to use a computer for presenting the information.	Frequencies	12	30	13	5	2.1	.853
		Percentages	20%	50%	22%	8%		
27	The course contents encouraged me to use my own initiatives.	Frequencies	13	31	14	2	2.0	.765
		Percentages	22%	52%	23%	3%		
28	I have become more confident with the course to pursue f0r other learning.	Frequencies	13	37	10	0	1.9	.622
		Percentages	22%	62%	17%	0		
29	During learning the contents I have developed the ability to efficiently communicate with others.	Frequencies	16	35	9	0	1.8	.640
		Percentages	27%	59%	15%	0		
30	I complete the requirements of the course without feeling unduly stressed.	Frequencies	9	34	15	2	2.1	.717
		Percentages	15%	57%	25%	4%		

Table-7 shows that 13 (22%) students strongly agreed, 40 (67%) students were agreeing, and 7 (12%) students were disagreeing when the course design helps us to understand the course contents. 12 (20%) students were strongly agreed, 30 (50%) students were agreed, 13 (22%) students were disagreeing and 5 (8%) strongly disagreed with the course allowing them to use a computer for presenting the information. 13 (22%) students were strongly agreed, 31 (52%) students were agreed, 14 (23%) students were disagreeing and 2 (3%) strongly disagreed when the course contents encouraged her/him to use their initiatives. 13 (22%) students were strongly agreed, 37 (62%) students were agreeing, and 10 (17%) students were disagreeing when they have

become more confident with the course to pursue further learning. 16 (27%) students strongly agreed, 35 (58%) students agreed, and 9 (15%) students were disagreeing when they during learning the contents. They have developed the ability to efficiently communicate with others. 9 (15%) students strongly agreed, 34 (57%) students agreed, 15 (25%) students were disagreeing and 2 (3%) strongly disagreed when they complete the course without feeling unduly stressed. It was found that (78.65%) of students predict course content as a predictor of student engagement in the classroom.

Table 8: Correlation between behavioral engagement and course content

		CC25	CC26	CC27	CC28	CC29	CC30
BE7	Pearson Correlation	.112	.061	.221	.352**	.173	-.087
	Sig. (2-tailed)	.395	.646	.090	.006	.187	.509
	N	60	60	60	60	60	60
BE8	Pearson Correlation	.142	.348**	.038	.159	.336**	.114
	Sig. (2-tailed)	.279	.006	.773	.225	.009	.387
	N	60	60	60	60	60	60
BE9	Pearson Correlation	-.024	-.079	.015	.026	.192	-.065
	Sig. (2-tailed)	.854	.549	.908	.843	.141	.623
	N	60	60	60	60	60	60
BE10	Pearson Correlation	.064	.259*	.124	.242	.072	.322*
	Sig. (2-tailed)	.628	.046	.345	.063	.584	.012
	N	60	60	60	60	60	60
BE11	Pearson Correlation	.006	-.047	-.092	.003	-.204	.086
	Sig. (2-tailed)	.965	.724	.487	.984	.118	.514
	N	60	60	60	60	60	60
BE12	Pearson Correlation	.094	.007	.254	.043	.051	-.271*
	Sig. (2-tailed)	.476	.958	.050	.743	.697	.036
	N	60	60	60	60	60	60

Table-9 show the correlation between behavioral engagement statements (BES 7 to 12) and course content statements (CCS 25 to 30), with Pearson correlation coefficient (r) value, respectively.

DISCUSSION AND CONCLUSION

In this study, we found that students show positive responses about behavioral engagement in the classroom. Students show their perceptions about behavioral engagement inside the classroom, which show behavioral engagement forms of students in the classroom. The findings are conforming like the study (Fritschner,2000, Connor, 2011, Hattie & Anderman, 2013; Zhou, G., Gul, R., & Tufail, M. 2022) where they found students show behavioral forms of engagement during the teaching-learning process and also suggested that they are important for students in the class. According to these studies, most students used behavioral participation (oral, discussion, speaking & responding) in their classes. Students who speak in most classes and

have confidence are behaviorally engaged.Thus, behavioural form of participation is significantly important for students to engage in the teaching-learning process. while the studies of (Gobel, 2008, and Cocea et al., 2009) show that students are behavioural disengage because of the online and virtual mode of learning.

Results further revealed a perception of the students about classroom climate. Responses from the majority of the students show that classroom climate is a significant predictor of student engagement in the classroom. The findings are conforming similar to the study (Yazzie-Mintz, 2010, Smith, Ito, Gul, R., & Reba, A. 2017). where they found that the classroom environment is an important predictor of students' engagement in the classroom. According to these studies classroom, climate supports student participation when the student receives a lot of help and expectations from teachers and peers in the learning process. Classroom factors such as a sense of belonging, fairness, stability, motivational factors and an attractive environment are closely related to student participation and satisfaction (Gul, R., & Rafique, M. 2017). Thus, the classroom climate plays an important role in engaging students.

The study also found that responses of the students predict that instructor behaviour is a significant predictor of student engagement in the classroom. The findings are conforming similar to the study of (Ahmad, I., Gul, R. & Kashif, M. 2022; Salameh, A. A., Akhtar, H.,Gul, R., Omar, A. B., & Hanif, S. 2022; Fritschner 2000, Azman 2005, and Nunn 1996) where they found that instructor behaviour is an important predictor of student engagement in the classroom. According to these studies, the methods of teaching and communication between teachers and students should inspire students to take part in discussion and learning. They concluded that the students' participation was more active when they were characterized by good instructions and a supportive atmosphere were the most important indicators of student participation in the classroom.

The current study investigated that the perception of the students about course content shows that course content affects their engagement form in the classroom. So, most students show that course content is a significant predictor of student engagement in the classroom. The findings are conforming similar to the study of (Barkley 2010, Gul, R., Kanwal, S., & Khan, S. S. 2020; Gul, R., Khan, S. S., & Akhtar, S. 2020; Laird, Garver, 2009, Smallwood & Ouimet, 2009, Kuh 2009, and Pascarella and Terenzini, 1991) which found that the course content is an important predictor of student's engagement in the classroom. According to these studies students engage in various learning activities in the classroom through course content. The energy and time students spend on course content are the best predictors of students' engagement in the classroom.

Recommendations of the Study

Considering the findings, the study recommends that teachers should provide a positive democratic classroom environment, to encourage students to take part in classroom activities. Teachers should use students centred teaching methods. These methods should provide opportunities for every student to maximize their engagement in the classroom. Teachers should engage all students in the classroom through group discussion, communication, and cooperative learning and helps students in their learning tasks during class. The university should provide continuous teacher training for the professional development of teachers. It was also recommended that teachers should be equipped with the latest digital tools and use these tools in their teaching to promote students' engagement in the classroom.

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