CHAPTER ONE

INTRODUCTION

1.1 Introduction

The purpose of this chapter is to provide an overview of the emergence of the problem, rationale for performing the research and the definitions of the key terms used in the present study. The section also highlighted the key research questions and hypotheses those are the roadmaps for attaining of the objectives of the research. Lastly, the section concludes with the delimitations along with the contributions of the study to the knowledge society as well.

1.1.1 Low student engagement

Student engagement in school is crucial for school performance since it contributes to their achievement, and it also gives a lens for schools to evaluate how well the school is stimulating student energy, curiosity, and self-regulation (Reyes, et al., 2012). Engaging learners in school is essential to enhancing learning outcomes (Lawson & Lawson 2013). Student engagement is regarded essential since it "not only drives learning, but also predicts school success" (Reschly & Christenson, 2012, p. 4).

However, engaging pupils in class has been a concern for instructors worldwide for decades (Lee, 2013). In addition, a large number of students begin school uninspired, disinterested, and disengaged (Cardinal, Yan, & Cardinal, 2013; Tischler & McCaughtry, 2011). In a survey of 2,430 secondary school pupils, Klem and Connell (2004) showed that nearly 68% of the learners were more prone to be disengaged. Previous researches (Steinberg, Brown, & Dornbusch, 1996) revealed that by high school, 40% to 60% of adolescents are gradually disengaged from school. Further, 25 to 60 percent of American students, as per research, feel disengaged in class (Klem & Connell, 2004). Yet, this tendency does not seem to be exclusive to the United States; rather, it becomes broad and pervasive around the world. In addition, 25% of students reported a poor feeling of belongingness, and 20% of students reported low participation in learning, according to a research data sourced from PISA on fifteen-year-old students in 42 nations (OECD, 2016). The report also demonstrated that "There is a high prevalence of students who can

be considered disaffected from school in terms of their sense of belonging or their participation" (Willms, 2003, p. 25).

Plausible reasons for the deficiency in engagement might be that the middle and high school classrooms are often associated with a significant increase in instructors' authority and discipline, which is connected to teachers' control, and less possibilities for students' autonomy, decision making, control, and self-management (Lee, 2014). Experts attribute the absence of student participation to boredom, irrelevant material, and social as well as institutional obstacles (Anderson, 2013). Consequently, it is essential to investigate why students are disengaged from the classroom learning process and how their involvement might be increased.

Thus, the decline in student engagement in school is a major concern for educators and policymakers, since disengaged children tend to underperform academically, drop out of school, and exhibit negative behaviours in class (Fredricks, Blumenfeld, & Paris, 2004). Academics and researchers (e.g. Lee & Smith, 1993) have highlighted the schools' significant impact on student engagement and educational achievement. Yet, increasing school participation has remained a serious challenge (Klem & Connell, 2004). With the emphasis put on educational success in schools, the means in which children gain information via the process of learning has become a matter of concern.

1.1.2 Declining student engagement at the period of transition from elementary to secondary level of education

According to developmental studies, regardless of gender, student engagement falls dramatically with the shift from elementary schools to middle schools and then to secondary schools (e.g. Van de gaer et al., 2009). Students who are generally enthusiastic and focused in their academics feel unmotivated and disinterested as they grow older (Marks, 2000; Lepper, Corpus, & Iyengar, 2005).

The consistent decrease in student engagement in secondary schools is mostly attributable to the fact that the educational and social environments of secondary schools are less compatible with students' developmental requirements as opposed to those of the elementary schools (Wang & Eccles, 2012). Certainly, the transition to secondary

school provides adolescents with both academic and social problems. Especially commencing in middle school, academic activities tend to be more passive and cognitively challenging (Juvonen, 2007), and lessons are often not delivered in a manner that is relevant, beneficial, or engaging to the students (Eccles, 2009). Similarly, the nature and quality of interpersonal relationships alter significantly in secondary schools, when adolescents often attend bigger, less intimate, and more formal institutions. These 'structured' institutions tend to place a focus on ability and competitiveness (Wang & Degol, 2016). Moreover, secondary school instructors are often less emotionally engaged than the elementary school teachers (Zimmer-Gembeck et al., 2006). Consequently, these contextual modifications in secondary education create competition and erode a feeling of belongingness in school especially at a time when adolescents have a compelling need for positive peer and teacher interactions (Ryan & Patrick, 2001). According to Loukas and Murphy (2007), this declining tendency of students' engagement may be attributed to the fact that, throughout their school years, adolescents often transition from a small, relatively more personalized, task-focused classroom setting to a larger, impersonal, and achievement-oriented one.

Students are required to maintain their engagement as they mature and through physiological and psychological changes since increasing disengagement may result in academic failure, and school dropout (Li & Lerner, 2011). Consequently, it is necessary to explore the factors that contribute to declining student engagement throughout grades (and ages). In addition, strategies to improve the quality of school schooling must be developed.

1.1.3 Adversity of poor engagement on important student outcome variables

Engaging students may assist teachers in preventing negative outcomes and promoting favorable ones for at-risk children. Participation in school activities (or student engagement) has emerged as an important concept in relation to diverse educational outcomes (e.g., achievement, attendance, classroom conduct, dropout, and school or course completion; e.g., Jimerson, Campos, & Greif, 2003).

1.1.3.1   Increment in school dropout

Due to its potential to address low academic success, student misbehaviour, and school dropout, student engagement has garnered significant focus in contemporary psychological and academic research during the last three decades (e.g. Li & Lerner, 2011; Wang & Peck, 2013). Much empirical advances have been made in identifying the therapeutic potential of student engagement in eliminating problems like school dropout as well as hazardous student behaviors (Wang & Fredricks, 2014). Disengaged students are turbulent, less prone to aspire to higher educational aspirations, less successful academically, and more inclined to school dropout (Kaplan, Peck, & Kaplan, 1997).

In earlier studies, the problems regarding school dropout have emerged prominently. For instance, Lamb et al. (2015) reported that over 25 percent of young people do not complete the 12th grade or its equivalent, and over 40 percent are disengaged from learning (Goss & Sonnemann, 2017). In India, based on the National Education Policy (NEP, 2020) report, it is concerning that "The data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore (p. 10)". The key predictors of a student's propensity of dropping out of school include achievement in major courses, attendance rates, and classroom disengagement (Kennelly & Monrad, 2007).

1.1.3.2   Adverse effects of student engagement on other outcome variables

Student engagement facilitates students' interest, content retention, school adjustment, and behavior within school environments (Guo et al., 2014; Wang & Peck, 2013). In addition, student engagement predicts improved student achievement, retention, and high school graduation (Barkatsas, Kasimatis, & Gialamas, 2009), the procurement of knowledge and skills (Ladd & Dinella, 2009), and enhanced emotional (Skinner, Furrer, Marchand, & Kindermann, 2008).

Studies have found positive associations between students' self-report measures of engagement and their academic achievement (Pekrun & Linnenbrink-Garcia, 2012), self-efficacy (Schunk & Mullen, 2012), student advocacy and a sense of belongingness to peers, teachers, and/or schools (e.g., NSSE, 2017; Trowler, 2010), and students' content retention (e.g. Tinto, 1993). In contrast, boredom may lead to student disengagement, which is associated with decreased motivations to attend class (Mann & Robinson, 2009), increased school dissatisfaction, lower academic scores (Mikulas & Vodanovich, 1993), and decreased motivation to participate in class (Mann & Robinson, 2009).

Student engagement is associated to positive academic and social components of schooling experiences (Conner & Pope, 2013) and psychological benefits (Reddy, Rhodes, & Mulhall, 2003). Furthermore, student engagement safeguards against harmful adolescent behaviors including absenteeism, dropout, and misbehavior (Li & Lerner, 2011; Skinner et al., 2008).

1.1.3.3   *Lack of engagement leads to poor academic achievement of the students*

Student engagement as a determinant for better performance and higher student achievement has been a prominent topic of discussion among school reform experts for decades (Anderson, 2013; Wang, & Fredricks, 2013). Student engagement in school and academic activities not only helps to academic accomplishment, but also to cognitive and social development of the students (Anderson, 2013). Studies have discovered that regardless of socioeconomic level, student engagement is a strong predictor of student progress and conduct in school (Voelkl, 1995; Finn & Rock, 1997). Engaged students are more likely to receive better grades (Goodenow, 1993) and have greater school-completion rates (Croninger & Lee, 2001). On the other hand, low-engagement students are at risk for an array of adverse long-term effects, like, misbehavior at school, absenteeism, and school dropout (Steinberg, Brown, & Dornbusch, 1996; Lee, Smith, & Croninger, 1995).

Student engagement has been connected to several indicators of academic goals and achievement (e.g., Wang & Eccles 2012). According to the seminal participation-identification theory (Finn, 1989; Finn & Zimmer, 2012), the active involvement of students in school-based activities (i.e., behavioral engagement) promotes their academic

outcomes. Student engagement is an important indicator of academic achievement (Anderson, 2013; Lee, 2013). Also, academically successful middle and high school children report higher involvement with school and academic activities (Lee, 2013).

1.1.4 Gender inequality in terms of student engagement

One of the most unequivocal findings in educational research is that, on average, males have poorer school engagement and success and greater dropout rates than girls (Dotterer, McHale, & Crouter, 2009). For instance, females in 7-9 grades have reported more involvement than boys in a data set from 12 nations spanning the United States, Europe, and Asia (Lam et al., 2012). Moreover, in secondary school, student engagement seemed to drop for both genders (Wang & Eccles, 2012), with some research suggesting a sharper decline for boys than for girls, hence exacerbating the gender difference (Dotterer, McHale, & Crouter, 2009). Lamote et al. (2013) found that males were more likely than girls to belong to the low engagement group or the high and declining engagement group. This highlights the more unfavorable engagement trajectory of males throughout secondary school. Thus, it becomes essential to consider gender variations in secondary school student engagement.

Despite the fact that male and female students achieve comparable academic grades, the female group has reported a lower belief in their abilities and competencies (Marsh, Trautwein, Ludtke, Koller, & Baumert, 2005; Watt et al., 2012) and a lower interest in learning (Frenzel, Goetz, Pekrun, & Watt, 2010) than males. These results suggest that female students are much less engaged than their male counterparts.

India's 2015 adoption of the global education development plan outlined in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (UN, 2015, p.14/35). Thus, by 2030, it targeted provision of free, relevant, equitable and quality education, eliminate gender disparities in education (UN, 2015). Further, National Education Policy (NEP, 2020) envisioned "an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower" (NEP, 2020, p. 6).

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Evidently, the negative trajectory of engagement for male adolescents is of major concern. Therefore, it is worthy to focus on the gender differences in student engagement especially at the secondary level of education.

1.1.5 Gender disparity in terms of students' achievement

Differences in academic achievement between female and male students have been of considerable interest, not just from an educational research perspective, but also from a political and economic standpoint (UNESCO, 2015; Hausmann et al., 2009). Often, these differences are seen as a problem of inequity (Klasen, 2002). However, reaching strict gender equality in all circumstances or areas may seem to be an idealistic objective. Yet, gender equality has grown into a political issue and is considered a broad measure of justice and fairness, particularly in the context of education.

At the international stage, gender equity is of utmost significance, prompting UNESCO to designate gender equality as one of the most essential objectives for education (UNESCO, 2015) and eventually to integrate this objective within the framework of sustainable development goals (United Nations, 2018). International comparative researches on gender inequalities is continuously addressing the matter, and the issue was highlighted in several international large-scale assessments in education, such as the TIMSS and PISA cycles of 2015 (Mullis et al., 2016; OECD, 2016). The gender difference in educational achievement has received attention not just from the educational psychology perspectives but also from the public at large (e.g., in newspapers articles such as "The weaker sex—Boys are being outclassed by girls at both school and university, and the gap is widening" (The Economist, March, 7th, 2015). Given the impact of student achievement on humans' adaptation and the compassion over disparities in educational environments (Wach, Spengler, Gottschling, & Spinath, 2015), that affects government policies, explaining the causative factors of gender imbalances in this field is a pertinent matter that must be resolved.

1.1.6 Student engagement is sensitive towards several contextual factors

Engagement among students is highly malleable to contextual influences and is indicative of students' achievement (Chen, 2005). "Engagement is not an attribute of the student, but rather a state of being that is highly influenced by contextual factors" (Sinclair,

Christenson, Lehr, & Anderson, 2003, p. 31). Considered changeable and dynamic, student engagement is impacted by both personal and contextual influences (Lee, 2013; Wang & Eccles, 2013) including gender, grade level, race, and socioeconomic background.

With the realization that contextual factors might impact student engagement comes the anticipation that if certain elements of the school setting can be discovered and improved, then it should be feasible to work towards the objective of improved student engagement (Fredricks et al., 2004). It is considered to be a malleable and thus modifiable characteristic of student engagement, making it a more acceptable intervention target (e.g., Christenson, Sinclair, Lehr, & Godber, 2001). Moreover, both the individual and the environment influence a student's level of engagement; hence, there are several aspects in the educational environment (e.g., interpersonal interactions, recognition) that might foster it (Fredricks, Blumenfeld, & Paris, 2004). Unlike many socio-demographic variables, school factors are considered as modifiable and amenable to modification by the school community, suggesting that school factors provide the greatest potential for preventative and intervention activities attempting to promote student engagement (Hattie, 2009).

1.1.7 Student engagement is highly malleable through teacher engagement

Student engagement is believed to be malleable in response to a variety of contextual influences, including support from teachers, peer and family (Hafen et al., 2012). Teacher support has been regarded to be the most significant out of those factors (Allen et al., 2013; Lam et al., 2012). How and what the instructors teach are significant determinants of student engagement and learning (National Research Council, 2004). Moreover, evidence suggests that teacher support may be especially crucial for the school adjustment of specific student groups (e.g., males) (Roorda et al., 2011).

Past research has shown that the classroom environmental factors affect student engagement (van Uden et al., 2014). Context in the classroom include instructor support, interpersonal communication, and academic environment (Fredricks et al., 2004). The large majority of study results on classroom setting demonstrated that teacher engagement has a significant robust impact on student engagement (Gillet et al., 2012).

Students reported higher positive educational attitudes and values, as well as more school-related task satisfaction, when they perceived their teachers to be more caring and supportive (van Uden et al., 2014).

In class, learning opportunities are interwoven in the quality of instructors' and students' social interactions (Wang & Eccles, 2012). In addition, teenagers struggle to build their identities and establish connections while navigating intricate social networks inside classrooms (Wang & Degol, 2016). Hence, an emphasis on academic engagement must also account for the reality that students' engagement in a wide range of educational activities and social contacts with instructors and peers develop their identities as socially integrated, academically competent, and devoted learners (Wang & Degol, 2014).

Students must realize that their teachers are utterly devoted, supportive, and involved in teaching, that they care about their students' learning, and that they cultivate a positive rapport with them. Students must perceive that their teachers are interested and concerned about their learning. Also, students must perceive that classroom instruction is relevant to their current or future lives (Connell & Wellborn, 1991; Skinner & Belmont, 1993). A sense of reciprocal attachment between a teacher and a student may mitigate negative feelings such as boredom, irritation, and anxiety, and thus increase student engagement (Furrer & Skinner, 2003). According to studies, learners with compassionate and encouraging interpersonal relationships exhibit more positive academic attitudes and values, as well as increased school satisfaction (Solomon, Battistich, Watson, Schaps, & Lewis, 2000). Children who have close, caring relationships with their instructors have more engagement, improved performance (Garcia-Reid et al., 2005), better classroom conduct, increased involvement in school activities, and less school avoidance (Roorda, Koomen, Spilt, & Oort, 2011).

Numerous factors, including teaching approaches that disregard student motivation and interest, have been connected to the reduction in student engagement. It is essential to gain a deeper insight of students' perceptions and beliefs regarding teachers' participation in classroom transactions, teachers' involvement in teaching, and the application of engaging teaching practices, and to determine how best to reconfigure their beliefs and

improve their perceptions in order to positively influence their classroom learning engagement.

In school intervention researches, engagement is considered to be a significant malleable factor, as Christenson et al. (2012) noted: "Engagement is an alterable state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning" (pp. v–vi). Klem & Connell (2004) found that "students who perceive teachers as creating a caring, well-structured learning environment in which expectations are high, clear, and fair are more likely to report engagement in school" (p. 270). Students' perceptions of their instructors' engagement as a component of the classroom environment may either promote or restrict their engagement (Hospel & Galand, 2016; Wang & Eccles, 2013). When students developed positive connections with their instructors, they were more emotionally and behaviorally engaged, which contributed to their improved academic achievement (Hughes, Luo, Kwok, & Loyd, 2008).

In this academic landscape, there is a significant requirement for additional researches to examine the connection between different dimensions of student engagement and the different factors of perceived teacher engagement. Nevertheless, there is a paucity of research on whether different dimensions of perceived teacher engagement are differently associated with student engagement dimensions among males and females, which could inform pedagogical practice regarding how instructors can more effectively facilitate student engagement regardless of students' gender.

1.1.8 The Self System Process Model: Examining links between perceived teacher engagement, student engagement, and their academic achievement

Connell and Wellborn (1991) developed and examined the Self System Process Model (Figure 1). The model describes the interconnections between an individual's perception of the social environment, their self-system processes, their patterns of actions, and their actual performance.

Figure 1.1

The Self-System Process Model (Connell & Wellborn, 1991)
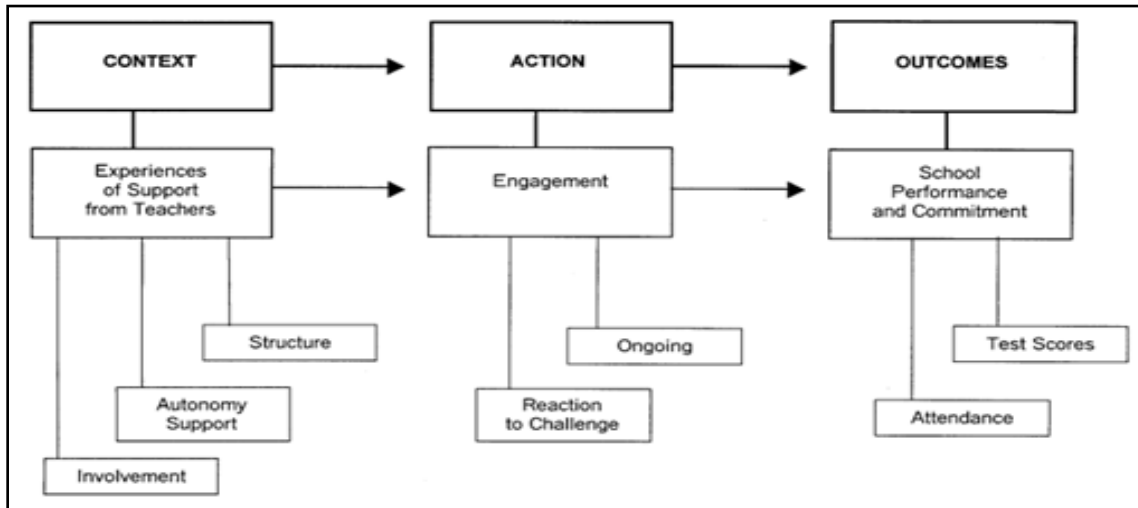
According to both students and teachers, the model demonstrates that teacher support is critical for student engagement in school. Learners who perceive their instructors as establishing a caring, well-structured learning environment tend to demonstrate school engagement. Thus further, increasing degree of engagement are linked to better attendance and exam performance which are the factors that substantially indicate whether adolescents will successfully complete school, pursue postsecondary education, and eventually attain economic self-sufficiency (Gambone, Klem, & Connell, 2002). According to the study's findings, the relationships between teacher support, student engagement, academic performance, and academic commitment found to be significant for both elementary and middle school students. The findings of this study also provided further support for an indirect relationship between student perceptions of support and academic performance via student engagement (Skinner & Belmont, 1993; Connell & Wellborn, 1991).

1.1.9   The Reduced Self-System Process Model introduced in this study

Student engagement frameworks (Fredricks et al., 2004; Skinner et al., 2008) have considered student engagement as a mediator between classroom context and educational outcomes such as achievement. The present study extends the existing literature by providing precise information regarding the relationship among the engagement sub-scales and gender and the mediating role of teacher engagement in those relationships.

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The results of the study will further help in planning proper operative measures in quenching the gender gap and in enhancing student engagement leading to quality in educational outcomes in secondary education in terms of higher academic achievement of the students. Hence, the present study aimed to precisely examine the gender gap in three engagement sub-scales and to investigate the susceptibility of engagement sub-scales towards teacher engagement. Further, the present study also attempts to examine the role of teacher engagement pertaining to the gender difference in three engagement dimensions. Finally, the study also examined that how perceived teacher engagement was related to three engagement sub-scales separately for the male and female students.

Figure 1.2

The Reduced Self-System Process Model (Adapted from Connell and Wellborn (1991)
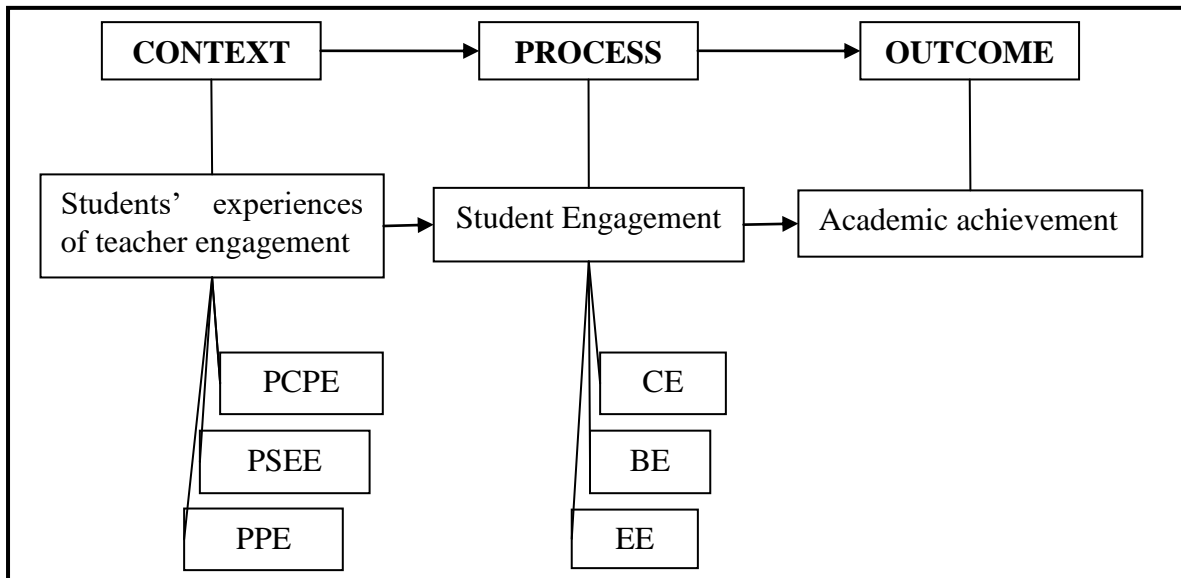
To summarize, the present study attempts to answer the following questions: (1) whether there is a significant gender gap in student engagement and in which dimension(s) the gender gap is the widest? (2) Does perceived teacher engagement significantly explain the gender difference in all the dimensions of students' engagement (viz. cognitive, emotional, and behavioral engagement)? (3) Whether teacher support is related to the student engagement dimensions (cognitive, emotional, and behavioral engagement) differently for males and females?

1.2 Theoretical framework

1.2.1 Self-determination Theory

Student engagement in secondary classroom settings provides a unique challenge due to the complex motivating backdrop that both threatens and supports students' psychological needs in this specific educational setting. Self-determination theory proposes that optimum student engagement and accomplishment occur when students perceive that their psychological needs for competence, autonomy, and relatedness are being addressed within the classroom environment (Ryan & Deci, 2000). When students perceive their social environments to be well-structured with clearly set criteria for achieving success, competence is developed (Elliot & Dweck, 2005; Wang & Holcombe, 2010). This structured setting also permits a substantial amount of autonomy, which is fostered when students have the autonomy to choose their own conduct (Fredricks et al., 2004). While adolescence is a vulnerable developmental phase during which foundational motivating ideas and behaviors are created, secondary school classroom practices addressing these psychological demands are crucial (Eccles & Roeser, 2009; Wang & Degol, 2014).

The philosophical foundation of SDT is an organismic-dialectic paradigm, which asserts that humans possess a number of proactive natural motivational resources that interact with social surroundings to promote optimum human wellbeing (Ryan & Deci, 2017). So, the theory is relevant to the current investigation for the following reasons: First, the fundamental Psychological Needs Theory is a unifying concept that links social-contextual factors, which are either facilitative or inhibitory of psychological need fulfillment, to the cognitive, emotional, and behavioral experiences that these needs elicit (Vansteenkiste & Ryan, 2013). Second, fundamental psychological needs explain why some students are engaged in class while others are disengaged, since psychological need fulfillment leads to psychological, social, and behavioral well-being while psychological need frustration leads to psychological, social, and behavioral ill-being (Ryan & Deci, 2017). Finally, the psychological needs inform the classroom environment in ways that are conducive to children's optimum functioning and learning engagement, as opposed to hindering them (Ryan & Deci, 2017).

1.2.2 Flow Theory

Flow has been defined as "the holistic sensation that people feel when they act with total involvement with their activity" (Csikszentmihalyi, 1975, p. 9). Flow is a state of complete immersion in an inherently pleasurable activity, such as when someone is concentrating on their act or performance (Csikszentmihalyi, 1990). Flow requires the simultaneous sensation of concentration (related to cognitive engagement), interest (related to behavioral engagement), and pleasure (related to emotional engagement) in an activity (Csikszentmihalyi, 1997).

Concentration. Flow experiences are extreme levels of concentration or total absorption in an activity (Csikszentmihalyi, 1990). In educational settings, it has been shown that intense engagement in activities promotes effective learning experiences.

Interest. Scholars have maintained that interest provides the foundation for sustaining motivation, resulting in an individual's engagement with a topic for its own sake (Deci & Ryan, 1987).

Enjoyment. Flow activities, such as cognitively demanding tasks, may also be joyful and bring a sense of success and fulfillment. Students who continue to pursue their feeling of interest in learning activities perform well in school (Csikszentmihalyi, 1996). Individuals operate at their optimum level, and the experience (flow) becomes its own reward (Csikszentmihalyi, 1990). Hence, flow is a significant positive experience that might urge institutional practices to promote student engagement.

Flow theory is premised on the reciprocal interaction between challenges and the skills required to overcome such challenges. Flow experiences are often described in terms of equilibrium between perceived high levels of skills and high levels of challenges. Individuals experience flow when they take full advantage of their skills to overcome the challenges in a way that neither overmatches nor underutilizes their abilities.

1.2.3 Theory of Involvement

Alexander Astin's (1984) theory of involvement is the source of the conceptual framework for student engagement. Astin (1999) defined student involvement as "the amount of physical and psychological energy that the student devotes to the academic

experience" (p. 518). The fundamental conceptions of Astin's theory are associated with three components: Inputs consist of a student's demographics and prior experiences, while the educational institution's environment accounts for all of his experiences, resulting in outcomes including the student's knowledge, attitudes, beliefs, and values (Astin, 1993).

1.3 Conceptual framework

1.3.1 Work engagement
Work engagement has been examined extensively and is frequently correlated with work involvement (Kanungo, 1981) and work commitment (Morrow, 1993). Work engagement is characterized as dedication, zeal, and inspiration for individual's profession (Kanungo, 1979), whereas, work commitment incorporates components of engagement and is defined by a person's engagement and attachment to their work (Morrow, 1993).

Kahn (1990) has described engagement at work as "...the harnessing of organizational members' selves to their work roles" (p. 694). Schaufeli et al. (2002) defined work engagement as "...the sum of three dimensions: vigor, dedication, and absorption. Vigor is defined by high energy levels as well as psychological fortitude, the desire to commit effort in one's work, and perseverance overcoming challenges. A dedication to one's work is characterized by a feeling of importance, excitement, inspiration, pride, and difficulty. Whereas, absorption is characterized by intense concentration and immersion in one's work, such that time passes rapidly and one has difficulty disconnecting from work".

The concept of engagement is often confused with the concept of motivation (Guthrie & Wigfield, 2000). However, motivation is conceptualized as the motion towards perceived goal, amplitude of internal ongoing mental process that includes autonomy of the individual learners (Maehr & Meyer, 1997; Grolnick & Ryan, 1987), and competence of the individual (Schunk, 1991). Motivation is the source of engagement. Thus, motivation is much related to individuals' perceptions and beliefs on the ability and competence, whereas, engagement carries the essence of 'action' which is facilitated by motivation. Thus, students' engagement refers to the external exposition of an individual's motivation (Skinner, Kindermann, Connell, & Wellborn, 2009).

1.3.2   Teacher engagement

Teacher engagement is often described as their students' views about their instructors that they possess concern, empathy, commitment, and willingness to help in learning in class (Patrick et al., 2007). Students must get the impression that instructors are invested in them and that people in the school know and are concerned about their learning. The efforts of the teacher are mirrored in the student's effort and involvement, whereas the amount of engagement is directly proportional to the achievement of the student.

A substantial level of teacher involvement, which is characterized by teachers' commitment and enthusiasm (Rutter & Jacobson, 1986), is vital to the achievement of high school students and is considered to be a determinant of student achievement (Basikin, 2007). Kirkpatrick (2007) defines engagement at work as an employee's (i.e. instructors') passion, excitement, and commitment in the profession (i.e. teaching). According to the definition proposed by Maslach, Schaufeli, and Leiter (2001), teacher engagement may be characterized by energy, involvement, and efficacy of teachers in teaching.

Effectively engaged teachers are motivated by the relevance of the accomplishment of their own work (Rosenholtz, 1986). When learners succeed, dedicated educators experience pleasure and satisfaction in their efforts, however, they experience discontent and new challenges when their pupils struggle (Farber, 1984). In addition, dedicated instructors have an eager and positive enthusiasm in rigorous work (Basikin, 2007). In addition, students in classrooms where instructors employed proactive methods to behaviour management, enabled seamless transitions between tasks, and made learning goals known prior to learning reported increased cognitive, emotional, and social engagement with their classroom learning (Rimm-Kaufman et al., 2015).

There is a substantial correlation between the emotional experiences of secondary-school teachers and those of their students, according to research involving secondary-school teachers (e.g., Becker, Goetz, Morger, & Ranellucci, 2014). Hence, teacher engagement is a characteristic that must be assessed, comprehended from the students' viewpoint, and most significantly, optimized (Saucier, 2019). Furthermore adopting the approach of positive psychology, which suggests that positive emotions enable people to flourish in a

particular academic setting (Frederickson, 2001; Sheldon & King, 2001), Saucier et al. (2022) hypothesized that students' perceptions of teacher engagement in the classroom would "trickle down" to enhance the engagement and learning of the students (i.e. Trickle-Down Engagement Hypothesis).

1.3.3 Student engagement

Engagement represented "active involvement, commitment, and concentrated attention, in contrast to superficial participation, apathy, or lack of interest" (Newmann et al., 1992, p. 11). Newmann et al. (1992) described student engagement in academic tasks as the student's psychological involvement in learning and effort focused towards acquiring, comprehending, or mastering the information, skills, or techniques that academic work is designed to promote. Marks (2000) integrated the ideas of other studies and described engagement as a psychological process, particularly the students' attention, interest, investment, and effort in the process of learning.

Typically, early studies operationalized student engagement in terms of measurable behaviors, such as the degree of participation in particular activities and the time required to accomplish them (Brophy, 1983). Subsequently, researchers started to include the emotional experience of students during learning activities into their concept of student engagement (Connell & Wellborn, 1991; Finn, 1989).

Student engagement is defined by Hu and Kuh (2001) and Kuh (2009) as the time that students devote to educational pursuits that lead to the desired outcomes, as well as the quality of their associated efforts. Similarly, Gunuc and Kuzu (2014) defined student engagement as "the quality and quantity of students' psychological, cognitive, emotional and behavioral reactions to the learning process as well as to in-class/out-of-class academic and social activities to achieve successful learning outcomes" (p. 588).

Although there is a consensus that student engagement is studied as a multidimensional construct, there is an active debate in the engagement literature regarding the factorial structure (i.e. number of dimensions) of student engagement construct (Reschly & Christenson, 2012). According to the framework proposed by Fredricks et al. (2004), it is believed that student engagement construct consists of three interrelated subtypes

(Chang, Chien, & Chou, 2016; Lei, Cui, & Zhou, 2018): Behavioral (i.e., time spent on a task), emotional (i.e., students' attitudes, connection, and links to their school), and cognitive (i.e., self-regulation and learning techniques) (Fredricks & McColskey, 2012).

Reeve and colleagues (e.g., Reeve, 2012, 2013; Reeve & Lee, 2014) suggested augmentation of tripartite student engagement models. In addition to cognitive, behavioral, and emotional components, these researchers assert that engagement involves an agentic dimension. Agentic engagement is the degree to which a student contributes to his or her own learning, such as through asking questions, expressing ideas, and informing the instructor of his or her preferences and requirements (Reeve, 2013). This component of student engagement is distinctive because, unlike behavioral, emotional, and cognitive engagement, which occurs in response to interactions with the classroom, agentic engagement represents students' proactive involvement to make their social environment more engagement-supportive. However, more researches are needed to establish the new engagement dimension (Sinatra et al., 2015).

1.4 Rationale of the study

Studies conducted in different countries cutting across the globe indicate that the gender inequality in student engagement is a global issue. Nevertheless, studies have been conducted on the gender difference in student engagement as a composite construct or at best with one or two selected engagement dimensions.

Since Post-NCF (NCERT, 2005), the educational discourse has refocused on the notion of teaching, the nature of the teacher's involvement with students, and the nature of the student's participation with knowledge. Instead, it has been emphasized that a teacher's responsibility is to promote learning by allowing the student to create or produce knowledge based on his or her own perceptions, experiences, experiments, analysis, and reflection. (MHRD, Department of School Education and Literacy, 2012a). The way students are taught could affect student performance and students' beliefs about and interest in classroom learning (OECD, 2016).

"School education in India, even at its best, develops competence but does not encourage inventiveness and creativity" (NCERT, 2005, p.49). Yash Pal Committee (MHRD, 1993)

recognized a key problem in Indian educational system, which may be summarized as "a lot is taught, but little is learnt or understood". At the core of the quality concerns in education are ineffective teaching procedures and interactions between teachers and students that are neither child-friendly nor curriculum-centered (Government of India, Planning Commission, 2013). In NEP 2020 report, it is concerning that "The data for later grades indicates some serious issues in retaining children in the schooling system. The GER for Grades 6-8 was 90.9%, while for Grades 9-10 and 11-12 it was only 79.3% and 56.5%, respectively - indicating that a significant proportion of enrolled students drop out after Grade 5 and especially after Grade 8. As per the 75th round household survey by NSSO in 2017-18, the number of out of school children in the age group of 6 to 17 years is 3.22 crore (p. 10)".

Poor education quality, leading to substandard learning results at each level of school, is the central problem confronting the Indian education system at present (Government of India, Planning Commission, 2013). Poor participation rates and low quality at the secondary level impede the improvement of both higher education participation and early schooling (Government of India, Planning Commission, 2013). Too much emphasis is placed on rote learning and not enough on conceptual understanding and higher order thinking abilities in secondary education (Government of India, Planning Commission, 2013).

Despite the huge corpus of research on engagement, few studies evaluate teacher behaviors and student engagement simultaneously, and studies using student self-report data are limited (Rimm-Kaufman et al., 2015). Further, little or no effort has been made to put insight into the gender gap in three engagement sub-scales (cognitive, behavioral, and emotional engagement) and also in investigating teacher engagement as an explaining mechanism for the gender difference in three engagement dimensions, separately. This research attempted to measure perceived teacher engagement and student engagement concurrently to comprehend the temporal coupling between teachers' actions and students' experience.

Practically, it becomes difficult to take actions to disperse the gender difference in engagement students especially at secondary level of education depending upon the

existing literature. Eventually, it still remains unclear whether all the engagement dimensions are gender-sensitive and whether perceived teacher engagement serves as a mechanism for the gender difference in all the engagement dimensions. Further, whether the associations between students' perceived teacher engagement and three student engagement dimensions are different for the male and female students remains unexamined. Researchers are essential as it will help in identifying the most gender-sensitive engagement component(s) and also in determining the engagement component(s) that are more malleable through student' perceptions of teacher engagement.

Engaged learners secure higher marks on examinations with better course completion rates, whereas students with poorer engagement are at risk for negative consequences like absenteeism, misbehavior in school, and dropping out of school (Klem & Connell, 2004). Despite the enormous effect of student involvement on several critical outcome variables, research on the teacher variables that influence student engagement is scant. Given that the instructors are the most important individuals in schools for enhancing learners' engagement and performance, it is surprising that not much study has been conducted (Hill & Crevola, 1999). This research examines engagement of both teachers as well as of students from the perspective of the students in an attempt at addressing these deficiencies. Verifying teacher variables from the perspectives of students in the classroom enable policymakers and administrators to make recruiting decisions based on research.

Moreover, student engagement and students' achievement are perhaps perceived as particular student qualities or behaviors, rather than as effects of how instructors plan their instruction (Urdan & Schoenfelder, 2006). Instead of emphasizing on teacher demographic attributes as the determinants of students' engagement and their achievement, which have constricted interrelations with learners' educational outcomes (Huang & Moon, 2009), this study focused on teachers' endeavors on improving teacher-student connections or social environment in class that improves student outcomes (Patrick, Ryan, & Kaplan, 2007), teacher's ability to stimulate higher or more engaged

student (Zohar & Dori, 2003), as well as on teachers' engagement to foster a conducive and positive learning environment (Battistich, Schaps, & Wilson, 2004).

1.5 Problem statement

The premise of the present study was the gender difference in student engagement dimensions in relation to students' perceptions of teacher engagement and students' achievement. This study was carried out targeting the student engagement of the adolescents in secondary school classrooms focusing on how students' perception of teachers' engagement in teaching influence student engagement in learning and how engagement constructs influence students' academic achievement. Accordingly, the title of the study appeared to be 'A study on teacher engagement and student engagement in relation to academic achievement of secondary school students of West Bengal'.

Engaging children in the classroom is a challenging task. Further, academic motivation gradually declines as the children progress through elementary, middle, and high school (Klem & Connell, 2004). Hence, disinterest in studying is prevalent at the high school level. Although dropping out of school is the most obvious type of disengagement, many students who continue to attend school have low attendance, exert little effort on homework and classroom activities, and consequently learn minimal (National Research Council, 2004).

In this research, the patterns of relationship among perceived teacher engagement, students' engagement and their academic achievement was examined to determine whether the level of perceived teacher engagement had an impact on the level of student engagement which may further reflected in their academic achievement. Thus, it becomes crucial to answer the following questions: are there still gender differences in student engagement and in academic achievement, what causes are mainly liable for these two fundamental gender gaps, can policy have a role in reducing these gender inequalities, and what do the results conveys about educational policies capacity for addressing these gaps? As achievement is related to teacher engagement and student engagement, questions still prevail: whether gender gap in perceived teacher engagement is associated with gender gap in academic achievement? or whether gender gap in student engagement is associated with gender gap in academic achievement?

In this scenario, the viewpoints of students must be acknowledged in order to place their experiences at the heart of the issue, since they are "the ones in the eye of the storm". In fact, it is instinctive to think that remedies that fit their perceived difficulties would be more successful than those that come from outside their standpoints (viz. teachers', peers' and parents' perspectives). Student surveys especially in this case, can provide insights into the student experience that other sources of information might not (Kuh, 2001, 2003). Ultimately, they are the ones who are encountering schooling in a particular manner that is detrimental to their engagement and academic success. Despite its common sense of reasoning, the inclusion of student voices is supported by substantial evidence in the literature. From the pragmatic viewpoint, students' perception of teacher engagement is of prime importance as practically, teachers are to teach accordingly to cater to exactly what the students ask for (Ball & Forzani, 2009). Further, researchers (Belmont et al., 1992; Peterson et al., 2000; Polikoff, 2015) have strongly suggested that adolescents who are associated with secondary level schooling experiences are able to differentiate between what is teaching and what is popularity. Finally, this is only possible in practice by listening to students' voices (Mitra, 2004; Subban, 2006) that might improve the scenario of secondary education from a quality perspective.

1.6 Context of the research

The present study was indeed executed to understand the present status of students' engagement in learning, students' perception of teacher engagement in the classroom teaching process across students' gender. The study also examined the impact of students' perceptions of teacher engagement and student engagement on achievement of secondary school students in West Bengal, India. This research addressed only the government secondary schools (Bengali medium) under West Bengal Board of Secondary Education (WBBSE) having rural and urban compositions of schools. A uniform school curriculum as well as uniform evaluation procedures was followed in all the schools.

In sum, the study attempted to quantify the relationship between the process of students' engagement and its outcome in the context of classroom teaching-learning process in terms of academic achievement in reference to the contextual factor students' perception

of teacher engagement. None of the variables was neither manipulated nor controlled, directly or indirectly. However, students' academic achievement was confined to the percentage of marks secured by the students in the final annual examination (Madhyamik Pariksha) of 10th grade for the academic year 2020-2021. This is the first public examination faced by the students in their academic career. The examination is conducted by WBBSE with a fixed routine and using same question papers throughout West Bengal. Hence, the difficulty value and the discriminating index remain same across the population. The evaluation of the manuscripts is performed by teachers following fixed guidelines prescribed by the WBBSE.

1.7 Purpose statement

The study attempted to quantify the relationship between students' engagement and the outcome of the classroom teaching-learning process in terms of academic achievement with reference to the contextual factor students' perception of teacher engagement. None of the variables was neither manipulated nor controlled, directly or indirectly.

The present study examined the interrelations between students' perceived engagement of teachers and student engagement and their influence on students' achievement. In conclusion, this study aimed to fill a gap in the existing literature by finding the mediating role of students' engagement in connection to their perceptions of teacher engagement and students' achievement. The researcher examined the links among perceived engagement of teachers, student engagement and their achievement.

The present study extends the existing literature by focusing upon the gender differences in each engagement dimension. Further, the study also attempted to examine which engagement dimension(s) among cognitive, emotional, and behavioral engagement is most influenced by perceived teacher support. It would convey that which engagement dimension(s) is more malleable through teacher engagement. Hence, the study would provide a direction in promoting gender equity in student engagement by providing better engagement of teachers. In sum, this study attempted to investigate the answers to the following queries:

1. Is there any gender gap in perceived teacher engagement? Who perceived teachers as more engaged in teaching among boys and girls?

2. Is there any gender inequality in student engagement? Who are at the risk of lower engagement among boys and girls?

3. Whether and how the gender difference in perceived teacher engagement dimension(s) may explain gender gap in student engagement?

4. Whether there are differential effects of students' perceived teacher engagement on boys' engagement as compared to girls'?

5. Is there any gender gap in academic achievement? How academic achievement differ for the students across their gender?

6. Whether gender gap in student engagement acts as an explaining mechanism in gender gap in academic achievement?

7. Which student engagement dimension(s) matter more for the boys than the girls in enhancing their academic achievement?

8. Whether students' engagement explains the relationship between perceived teacher engagement and students' achievement?

1.7.1 Research objectives

The general intent of the current research was to investigate on perceived teacher engagement, student engagement, and their effect on students' achievement. This general objective subsumed the following specific objectives:

1. To compare the mean scores of perceived teacher engagement of boys and girls.
2. To compare the mean scores of student engagement of boys and girls.
3. To compare the mean scores of academic achievement of boys and girls.
4. To study the mediation effect of perceived teacher engagement on the relationship between gender and student engagement.
5. To study the moderation effect of gender on the relationship between perceived teacher engagement and student engagement.
6. To study the mediation effect of student engagement on the relationship between gender and academic achievement.

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7. To study the moderation effect of gender on the relationship between student engagement and academic achievement.

8. To study the mediation effect of student engagement on the relationship between perceived teacher engagement and academic achievement.

1.7.2 Hypotheses of the study

Following the research objectives, the following hypotheses were formulated. A hypothetical model (Figure 1.3) was thus constructed that was further tested with the help of collected data while performing the study.

$H_0 1$: There is no significant difference in the mean scores of perceived teacher engagement of boys and girls.

$H_0 1a$: There is no significant difference in the mean scores of cognitive-physical engagement of boys and girls.

$H_0 1b$: There is no significant difference in the mean scores of socio-emotional engagement of boys and girls.

$H_0 1c$: There is no significant difference in the mean scores of pedagogical engagement of boys and girls.

$H_0 2$: There is no significant difference in the mean scores of student engagement of boys and girls.

$H_0 2a$: There is no significant difference in the mean scores of cognitive engagement of boys and girls.

$H_0 2b$: There is no significant difference in the mean scores of behavioral engagement of boys and girls.

$H_0 2c$: There is no significant difference in the mean scores of emotional engagement of boys and girls.

$H_0 3$: There is no significant difference in the mean scores of academic achievement of boys and girls.

H_04: There is no significant mediation effect of perceived teacher engagement on the relationship between gender and student engagement.

H_04a: There is no significant mediation effect of cognitive-physical, socio-emotional, and behavioral engagement on the relationship between gender and cognitive engagement.

H_04b: There is no significant mediation effect of cognitive-physical, socio-emotional, and behavioral engagement on the relationship between gender and behavioral engagement.

H_04c: There is no significant mediation effect of cognitive-physical, socio-emotional, and behavioral engagement on the relationship between gender and emotional engagement.

H_05: There is no significant moderation effect of gender on the relationship between perceived teacher engagement and student engagement.

H_05a: There is no significant moderation effect of gender on the relationship between cognitive-physical, socio-emotional, pedagogical engagement and cognitive engagement.

H_05b: There is no significant moderation effect of gender on the relationship between cognitive-physical, socio-emotional, pedagogical engagement and behavioral engagement.

H_05c: There is no significant moderation effect of gender on the relationship between cognitive-physical, socio-emotional, pedagogical engagement and emotional engagement.

H_06: There is no significant mediation effect of student engagement on the relationship between gender and academic achievement.

H_07: There is no significant moderation effect of gender on the relationship between student engagement and academic achievement.

H_07a: There is no significant moderation effect of gender on the relationship between cognitive engagement and academic achievement.

H_07b: There is no significant moderation effect of gender on the relationship between behavioral engagement and academic achievement.

H_07c: There is no significant moderation effect of gender on the relationship between emotional engagement and academic achievement.

H_08: There is no significant mediation effect of student engagement on the relationship between perceived teacher engagement and academic achievement.

H_08a: There is no significant mediation effect of student engagement on the relationship between cognitive-physical, socio-emotional, pedagogical engagement and academic achievement.

H_08b: There is no significant mediation effect of student engagement on the relationship between cognitive-physical, socio-emotional, pedagogical engagement and academic achievement.

H_08c: There is no significant mediation effect of student engagement on the relationship between cognitive-physical, socio-emotional, pedagogical engagement and academic achievement.

Figure 1.3

Hypothetical Model considering all the hypotheses of the study
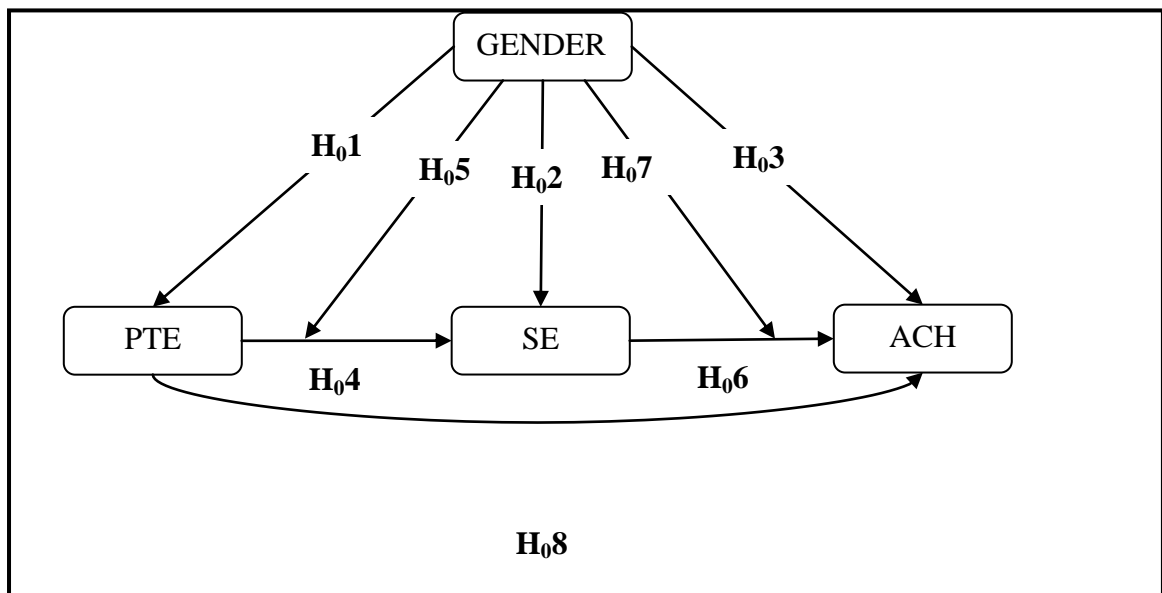
1.8   Operational definitions of the variables

A. Teacher engagement: Teacher engagement represents a simple picture of the ideas and images of teachers in students' minds. The construct, perceived teacher engagement is the students' perceptions of how their teachers are involved in the process of teaching. The latent construct consists of following three key components: perceived cognitive-physical engagement, perceived socio-emotional engagement and perceived pedagogical engagement.

   a) **Perceived cognitive-physical engagement:** Perceived cognitive-physical engagement refers to the students' perception of their teachers' physical and mental effort exhibited during teaching, degree of attention, dedication, responsibility and accountability in teaching.

   b) **Perceived socio-emotional engagement:** Perceived socio-emotional engagement is characterized by students' perceptions of teachers' attachment with the students, care and affection for the students, providing autonomy and motivation to students.

   c) **Perceived pedagogical engagement:** The students perceptions of how teachers applies the actions like use of blackboard, use of teaching-learning materials (TLM), making teaching interesting, supervision of students' work in class, evaluation of learning in class.

B. Student Engagement: The term 'student engagement' refers to involvement of students in teaching-learning process through their participation in different activities (viz. learning by doing, posing questions, discussions and sharing their experiences in the class). Student engagement is a multi-dimensional construct with the following three key aspects:

   a) **Cognitive Engagement:** Cognitive engagement refers to students' efforts in learning in the forms of time devoted to study, preference for learning and desire to go beyond minimum requirements of learning, doing homework, and self-regulation in learning.

b) Behavioral Engagement: Behavioral engagement refers to students' behavior during classroom teaching-learning process in terms of listening to others carefully, paying attention to teachers, posing questions, participating in classroom discussions, sharing opinions, putting arguments, asking for clearing doubts, seeking clarification, seeking assistance and maintaining classroom discipline.

c) Emotional Engagement: Emotional engagement refers to the students' sense of belongingness to the class in terms of happiness to attend class, valuing classroom learning, attachment with peers and feelings towards teachers.

C. Academic Achievement: The researcher by the term 'Academic Achievement' refers to the marks secured by students in their final examination (i.e. Madhyamik Pariksha) of Class-X. Hence, the percentage of annual marks of the students was considered as the index of academic achievement.

D. Gender: The students were categorized as males and females as per their gender.

E. Related Key Terms:

a) Secondary schools: In the present study, secondary school refers to the Bengali medium and regular schools at least up to Class-X under West Bengal Board of Secondary Education (WBBSE).

b) Secondary school students: In this study, secondary school students refer to the students of Class-X in the schools under West Bengal Board of Secondary Education (WBBSE).

c) Secondary school teachers: In this research, secondary school teachers refer to the teachers who teach different subjects in Class-X in the schools under West Bengal Board of Secondary Education (WBBSE).

d) Locale of school: The researcher by the term locale of school refers to the location of the school, specifically rural or urban.

1.9   Delimitations of the study

The present study was delimited to the students of Bengali medium regular secondary level schools which are regulated by West Bengal Board of Secondary Education (WBBSE). Further, the study was also delimited only to the 10th graders in those secondary schools.

1.10   Significance of the study

The outcomes of the may motivate the teachers to manage their teaching behaviors to promote the extent of students' engagement in their learning. The findings of this study may also inform policy-planners and decision-makers about the current status of students' engagement in learning and their perception of teachers' engagement in classroom teaching process. This will provide them the impetus to consider how they might improve, design and maintain conducive and constructive classroom learning environment for the optimum benefit of the students. It is also anticipated to make a theoretical contribution to the academic community regarding perceived teacher engagement, student engagement, their inter-dependence and their influence on students' academic achievement.

The researcher is concerned that, there is a lack of a clear image of the status of students' perception of teachers' engagement and their engagement in the current context of secondary school education in West Bengal, India. As a result, this research may help educational leaders, policymakers, school principals/headmasters, secondary school teachers, researchers, and others form a clearer mental image of the relationships among the study variables. Moreover, this research will act as a springboard for future researchers and interveners interested in this topic.

1.11   Organization of the Thesis chapters

The thesis is basically composed of six chapters as follows:

Chapter One- Introduction: This is the introductory part of the thesis that started with the global issues and concerns in school education regarding students' lower perceptions of teacher engagement and student engagement, impact of these two key variables on

academic achievement of the students. Further, the problems regarding students' engagement and achievement were also addressed in the context of school education in India. Afterwards, a glossary of essential terms used in this research and their definitions were provided. These were substantiated with contexts of the research area and rationales for conducting the study. The introduction chapter has also outlined the objectives, hypotheses and delimitations of the study.

Chapter Two- Review of related literature: This particular section dealt with review of literature those are related to the problem under study. This section assessed and synthesized similar as well as relevant studies conducted across the globe extracted them in various forms like scholarly journal articles, government reports, published dissertations and theses. Thus, the chapter encapsulated discussions on various issues related to perceived teacher engagement, student engagement, their inter-relations and impact on academic achievement of the students.

Chapter Three- Research Methodology: The methodology and research strategies are discussed in detail in this section. Thus, it included issues like the rationale of the study, research paradigm, and philosophical foundations, research methods employed, and the population, sample, and data sources of the study. Further, the development procedures and use of the tools the researcher has used for measuring both perceived teacher engagement and student engagement have been discussed in detail. In addition, a graphical representation of methodology of the study, scoring procedures, data analysis tools, and finally, limitations of the study has been provided.

Chapter Four- Data analysis and Interpretation: This section of the thesis focuses only on the results and interpretations of the results. Thus, it has included the demographic variable (students' gender) related to the respondents and the pertinent findings of the research. The findings have also included the comparisons of the perception of students on teachers' engagement in teaching and students' engagement on learning across their gender. Further, it has included the result of the association among students' perceptions of teacher engagement, their engagement and achievement.

Chapter Five- Results and Discussions: The prime focus of this section of the thesis was to report the findings of the study and justification and plausible explanation of the results. Further, this section included the discussions on the major findings in the context of the present study. Besides, it also attempted to compare and contrast the findings of the current study with the previous related researches.

Chapter Six- Summary, conclusions and suggestions: This section of the thesis contains the major findings of this research, concluding remarks and suggestions for upcoming researches. Firstly, the results of this research have been systematically presented in this chapter. Following this, the researcher has concluded its journey by forwarding crucial observations from the theoretical dimensions and practical observations deduced from field works. Finally, in the suggestion frame, the researcher pinpointed some gloomy areas that need further investigations.