TEACHERS' ROLE IN INCREASING STUDENTS' ENGAGEMENT

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Teachers play an essential role in our lives, especially when it comes to achieving success in our careers and businesses. A good teacher assists us in developing into good human beings in society and good citizens of the country we live in. Education professionals are well aware that students are the future of any nation. Teachers hold the key to a country's future development in their own hands. Teachers instill data and information into the brains of students so that they can analyze it. The most important thing that we learn from our teachers in interpreting the various scenarios that may arise (Sharma, 2016).

Increased student involvement is one of the most crucial functions that teachers play. Motivation, social engagement, self-efficacy, instructor expectations, and perceptions are just a few of the factors that might affect student success. When dealing with students that lack desire, passion, and personal involvement in their education, it's natural to wonder how instructor expectations and impressions influence student engagement. Educators are notorious for misplacing blame for underperforming kids. Students are frequently accused of disengaging and not working hard enough (Boykin & Noguera, 2011). Students that are cleared have irregular attendance, low academic performance, and behavioral difficulties such as hostility and violence (Christenson, Reshly, & Wylie, 2012). Disrupting classrooms, neglecting to complete tasks, and dropping out of school are examples of non-engaged students' behavior. Those who want students to get the most out of their education continue to hear the term "student engagement." Student engagement has been linked to academic success in studies. Perhaps a better knowledge of the importance of intellectual, emotional, behavioral,
physical, and social components in the learning process can help educators improve their tactics to engage pupils (Great Schools Partnership, 2016).

Student achievement depends on increasing student involvement while also engaging with them on an emotional level. Every student felt secure in their talents and empowered to control their learning when educators establish a compassionate, supportive environment. According to Marzano et al. (2010), classroom instruction decisions should be based on four common questions to increase student engagement: What am I thinking? Is this something that interests me? Is this significant? Is this something I'll be able to accomplish? The first two questions assess the student's attention, while the latter two questions assess the student's interest in the material. The attention questions are concerned with whether information from the outside world is stored in working memory. Working memory will not process data that is not considered attractive.

References:

Boykin, A. W., & Noguera, P. (2011). Creating the opportunity to learn: Moving from research to practice to close the achievement gap. Alexandria, VA: Association for Supervision and Curriculum Development

