USING POSITIVE STUDENT ENGAGEMENT TO INCREASE STUDENT ACHIEVEMENT

by:
Sarah A. de Padua
Master Teacher I, Mariveles National High School - Cabcaben

Positive student engagement is not a simple term to define, yet we all know it once we see it. Students are engaged once they devote substantial time and energy to a task, once they care about the standard of their work, and once they commit themselves because the work seems to possess significance beyond its personal instrumental value according to Newmann, 1986, p. 242 study.

According to Akey in 2006 and Garcia-Reid et al, in 2006, teachers are the key players in fostering student engagement. They work directly with the scholars and typically are the foremost influential during a student’s educational experience. Establishing a culture of great accomplishments and performance in their classroom, developing interactive and relevant lessons and activities, and being encouraging and supportive to students are all ways during which teachers can foster student engagement within the classroom.

Teachers should aim to make a culture within the classroom where learning is “cool,” and asking questions is not only okay but expected. it is going to take a while to develop this sort of environment, but it is often done by setting clear, high, consistent yet attainable expectations for all students. top quality instruction—one that is rigorous, aligned with content standards, and uses instructional strategies to satisfy the tutorial needs of all students—also may be a key think about promoting a culture of engagement and achievement within the classroom (Weiss & Pasley, 2004).
Based on the studies conducted by Akey in 2006 and Heller et al in 2003, instructional strategies like collaborative learning and experiential learning also as designing an accessible and relevant curriculum are shown to greatly increase student engagement in. Group activities and assignments, long-term projects, hands-on activities and differentiated instruction are some effective and instructional strategies that support student engagement.

It is noticeable that in several studies, they have found that students who noted that their teachers were supportive and cared about their success were more likely to be engaged within the classroom and perform well academically like as reflected in the studies of Heller et al., 2003 and Akey, 2006. Based on one of the studies of Akey in 2006, found that students who do not feel confident in their ability to succeed are not likely to aim to try to the work. Building the confidence of the students is not about falsely telling students how great they are. Instead, it is about assessing student weaknesses and strengths and developing ways to deal with them at developmentally appropriate yet rigorous levels. Additionally, acknowledging student academic growth and improvement is differently to create student confidence. It is crucial for teachers to create collaborative, supportive environments with high but achievable standards because it greatly effects students’ engagement in class and learning, again as stated in Akey, 2006, p. 32.

There are many teaching styles strategies that teachers and faculty leaders can engaged to greatly enhance student motivation and investment in their educational experience. And to be best in sustaining positive student engagement in learning and increase academic performance, all those efforts should be consistent and continual throughout the tutorial year and throughout each student’s educational career.

References:

Akey, T. M. (2006, January). School context, student attitudes and behavior, and academic

