
Enhancing Student Engagement through Effective Classroom Management: A Study of Criminology Instructors

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Abstract: *The main purpose of the study was to determine the significant relationship between student engagement of criminology student and classroom management of college instructs and to come up with a regression model for student engagement of criminology students. Based on the findings of the study, there was a significant relationship between classroom management and student engagement, however, there was no significant relationship between sex and student engagement. It was also revealed that the combined influence of sex and classroom management on student engagement is significant. Three models of students' student engagement are crafted from the results of the study: general model, model for male students and model for female students. The models comparatively show that may it be male or female students, they have the same degree of student engagement.*

Keywords: *Classroom Management, Student Engagement, Criminology.*

1. INTRODUCTION

The level of attention, curiosity, interest, optimism and passion that students show when they are learning or being taught is a student engagement. Educational research revealed that the withdrawal of the student from a University is not only a result of financial, personal or family difficulties, but also of a lack of student engagement (Tampon, 2017). Moreover, interactions between student and teacher are a crucial factor in promoting student engagement. The problem is in order to promote engagement of the student, teachers must be enthusiastic and well prepared (Leach & Zepke 2010; Russell & Slater 2011), but it is perhaps more necessary to see teachers available, prepared to engage student in classes and on a stand-alone basis (Russell & Slater, 2011). Poor performance and behavioral results in the academic and social education environment are also issues correlated with student engagement (Li-Grinning et al., 2010; Matthews & Kassie 2010; McClelland et al., 2013). The definition of "student engagement" is

usually based on the conviction that learning increases in cases of inquisitiveness, curiosity, or motivation, and that learning appears to fail if students are bored, hesitant, disaffected, or otherwise disengaged (Student Engagement, 2014). Moreover, students need to engage in post-secondary programs and future learning practices so that their skills and expertise are gained (Wang & Eccles, 2012a; Wang & Eccles 2012b). Intrinsically, engaged students are motivated to invest in learning, attend classes and take part in studies. They are curious, they ask questions and they enjoy learning. Vigorous and engage students are energizing and effective in their studies (Salanova et al., 2010). Further, engagement can improve student achievement (Thomas, 2012), by enriching learners' experiences (Kuh et al., 2011) and encourage curricula in a way that can be successful teaching and learning (Bovill & Bulley, 2011). In addition, involvement can help to enhance learning success. The social relevance of this study is undeniable. It is crucial for schools to understand student engagement in order to promote positive development of young people (Li & Lerner 2011). Furthermore, increased student engagement or better involvement of the students is a growing educational goal of all teachers. It can also help the institutions to provide students with a range of support services. High-end libraries and curriculum programs can also be included (Russell & Slater, 2011). Management processes and thesis preparation meetings will take place (Butler et al., 2011). Moreover, the need to adjust institutions to rising student standards is equally significant. Leach and Zepke (2010) described an increasing proportion of students in paid jobs, many of whom reflect the effects that this has in their studies, in the ever changing scenery of higher education. In addition, Olson and Peterson (2015), schools which recognize the commitment of students, should work effectively to enhance school performance by improving student engagement. In the study conducted by Umoren (2010), reveals that there is a relationship between classroom management and student engagement. He explain the concept of management of classrooms is more complex than the concept of control and instruction for students and encompasses all that teachers need to do in the classroom to enable students to engage in academic activities and to foster a healthy learning atmosphere. Further, Bassey (2012) classroom management view shows the increased engagement of students, decreased ineffective and upsetting behaviors, increased accountability for the student for academic work and improved academic success. In addition, Obot (2010), the teacher's instructional supervision as one of the techniques in classroom management includes student evaluation in the classroom, student interaction with learning tasks and questions and the use of verbal and non-verbal teaching strategies such that student attention is given to students and lessons are learned from them rather than from basic facts. Therefore, this techniques would help the student to be engage in classroom activities.

While the relationship of gender and student engagement is examine by Lietaert, Roorda et al. (2015). Lietaert et al. research reveals that the boys are less engage and received less attention and support from their teacher. On the other hand, girls are more engage and received more attention and support from their teachers than boys. However, the relationship of gender and student engagement is partially mediated by the autonomy support and involvement. There have been many studies about the relationship between classroom management and sex on the student engagement in different countries but, the researcher have not come across of a study in the local setting, particularly in the field of criminology. It is in this context that the researcher is encouraged to explore and determine the relationship between effective classroom

management and sex on student engagement. The researcher is concerned about the classroom management of the college instructors and has to expand the observation through this research. Also, the researchers would like to examine the sex relationship to student engagement. The lack and limited information about the engagement of criminology students as corollary on the classroom management of college instructors provide a strong motivation to the researcher to investigate and explore this area of study

2. MATERIALS AND METHODS

The correlational research design was used in this study since it is intended to determine the relationship between independent variables and dependent variables. The degree of the correlation between two variables is classified on the form of correlation coefficient (Arikunto, 2007). Creswell (2012) supported the opinion of Arinkunto (2007) that in correlational research design, the investigator use the correlation statistical test to describe and measure the degree of association between two or more variables or set of scores. This opinion also implies that the researcher do not attempt to manipulate or control the variables of this study as in experiment, instead they relate using the correlational statistics. Therefore, significant justification from renowned authors shed light on the researcher that the combination of descriptive and correlational design is the most appropriate composition to address research questions regarding the level and relationship of classroom management of college instructors and engagement of criminology students. In addition, the study utilized regression analysis to answer research question number 5 found in the preceding chapter. As claimed by Chatterjee and Hadi (2015) regression analysis is conceptually simple method of investigating functional relationship between variables. The relationship is expressed in the form of an equation or a model connecting the response or dependent variable and one or more explanatory or predictor variables. This linear relationship summarizes the amount of change in one variable that is associated with change in another variable or variables. The model can also be tested for statistical significance, to test whether the observed linear relationship could have emerged by chance or not.

There was two sets of survey questionnaire to be used to gather data from the respondents of the study. The first set of the questionnaire is the classroom management designed by Díaz et. Al (2018). The second of the instrument is the student engagement developed by Jimerson et. Al (2011). To meet the requirements of validity and reliability of the research instrument, the researcher will honor the fidelity of undergoing the research tool from face validity to reliability test. It is emphasize by Arikunto (2007) and Tavakol & Dennick, (2011) validity test is a test that is conducted to find out whether the test level can be measure what is intended to measure. In this account, the survey questionnaire will be forwarded to panel of experts in questionnaire construction for modification process to fit in the culture of the respondents. At the outset, the researcher set appointments to his adviser for consultation in the conceptualization of the research framework. Upon approval of the adapted survey questionnaire is organized and will be submitted to panel of examiners for face validation purposes. Likewise, this research tool will be administered to student to obtain the value of Cronbach's Alpha. In addition, the researcher will ask permission from the Executive Vice President to conduct the present study

to student of criminology departments. More so, the researcher will personally distribute the tool to student and explained to them the rationale behind the research problems. Hereafter, the researcher will retrieve the survey questionnaire after the respondents answered all the items stipulated in the tool. Tabulation of the data will be done for statistical treatment. Henceforward, statistical results will be analyzed meticulously and interpreted with professional prudence to establish meaningful findings, conclusions and recommendations.

3. RESULTS AND DISCUSSION

Level of Classroom Management: The very high rating of the respondents for classroom management indicates that this variable is always manifested. This is expected because generally teachers find ways to make their students engage in and interact with the class discussions. In fact, this findings was supported by the study conducted by Omoteso and Semudara, (2011), and Strange, Ward, and Grant (2011), positive student achievement gains are frequently discovered when education is accompanied by effective classroom management. Moreover, effective classroom management techniques are essential to facilitating effective learning (Díaz et al., 2018), while, Klamer-Hoogma (2012) emphasizes the need for good teachers to master a wide range of classroom management techniques, as well as the need for teacher training to include a wide range of classroom management techniques for students to choose from and apply as needed. In addition classroom management also necessitates a high level of dedication, conduct, and capacity to adapt on the part of instructors, as well as innovative thinking and behavior (Abel, 2011).

Table 1. Level of Classroom Management

Indicator	SD	Mean	Descriptive level
College instructors ...			
1. Involving students in establishing rules and procedures.	0.67	4.61	Very High
2. sharing with their students the reasons behind the disciplinary approach (es) they use.	0.67	4.54	Very High
3. Taking into account different learning styles when preparing the lesson.	0.85	4.38	Very High
4. Taking into account students' previous knowledge to plan the activities based on their level.	0.77	4.42	Very High
5. Starting the lesson in an unusual manner to catch students' attention.	0.92	4.14	High
6. Modeling the task to demonstrate what students are expected to do.	0.94	4.21	Very High

7. Using eye contact to make students feel they care about what they say and do.	0.89	4.32	Very High
8. Learning about the different types of students' personal and social needs.	0.84	4.23	Very High
9. beginning the lesson with activities to reinforce a sense of collaboration among students	0.81	4.36	Very High
10. Encouraging students to be respectful one another.	0.64	4.64	Very High
Overall Mean	0.62	4.39	Very High

Level of Student Engagement: This variable is rated very high by the respondents. The very high rating indicates that the students always manifested engagement. This findings of student engagement conforms to the other studies, that the engagement of students in school is a prominent and important structure as it directly links up with student success (Jimerson et al., 2011; Thomas, 2012). Engagement also affects students' excitement and love for education, which influences their academic achievement and activities (Gallup, 2013). As Martin and Torres (2016) and Fletcher (2015) describes, student engagement as meaningful student connection across the learning environment and is any long-term commitment a student has to learning, schools, or education.

Table 2. Level of Student Engagement

Indicator	SD	Mean	Descriptive level
College instructors ...			
1. Being very interested in learning.	0.56	4.64	Very High
2. Thinking that the things learned in school are interesting.	0.59	4.57	Very High
3. Likes the school	0.72	4.40	Very High
4. Being proud to be at the school.	0.59	4.52	Very High
5. Trying hard to do well in school	0.66	4.53	Very High
6. Working as hard as one can in class.	0.65	4.62	Very High

7. Being an active participant of school activities such as sport day, intramurals and foundation day.	0.76	4.26	Very High
8. Volunteering to help with school activities such as sport day, intramurals and foundation day.	0.79	4.12	High
9. Trying to understand the material better by relating it to things already known when studying.	0.61	4.43	Very High
10. Figuring out how the information might be useful in the real world, when studying	0.63	4.45	Very High
Overall Mean	0.49	4.45	Very High

Relationship between Variables

The hypothesis that there is no significant relationship between classroom management and student engagement is rejected in this study since it was found out that there is a significant relationship between the two variables as demonstrated by the p value of the pearson r which is lower than the .05 significance level set in this study. This study result is in consonance with the result of the study of Strange et al. (2011) states that in a well-structured, high standards management classroom, a highly engaged student perceived his/her teachers as compassionate and encouraging. Likewise, Martin et al. (2016), classroom management is an important part of the entire classroom atmosphere because it influences students' behavior, engagement, and, as a result, the quality of their learning. Furthermore, well-managed classrooms that make optimal use of time through well-defined rules and routines, and maintain momentum by spending less time on discipline and more time on learning, will result in student engagement (Lopes & Oliveira, 2017). However, on the relationship of between sex and student engagement of criminology students was showed negative. May it be male or female students, they have the same degree of student engagement. As sex increases, the engagement of students increases.

Table 3. Relationship between Variables

Pair of Variables		r-value	p-value
Independent Variable	Dependent Variable		
Classroom Management	Engagement	.427*	.000

Sex	Engagement	.137	.176
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Influence of Classroom Management and Sex on Student Engagement: The significant probability value of the regression analysis indicates the rejection of the null hypothesis that the combined influence of sex and academic support on student engagement is not significant. Therefore, the combined influence of sex and classroom management on student engagement is significant. These findings runs parallel with other studies (Bassey, 2012; George, Sakirudeen, & Sunday, 2017) confirming that Higher engagement in class leads to fewer inappropriate and disruptive behaviors by students. It also increases student responsibility for academic work and improves academic success—all signs of better classroom management. It is believed that instructors should be adept at classroom management in order to favorably affect students' academic achievement. In addition, classroom management and student engagement clearly go hand in hand. Courses become more disciplined as students become more engaged and interruptions decrease (Shaukat et. al, 2011).

Table 4. Influence of Classroom Management and Sex on Student Engagement.

	Coefficients	Standard Error	t stat	p-value	
Intercept	2.994	.318	9.407	.000	
Sex	.049	.092	.530	.598	
Classroom Management	.326	.073	4.447	.000	

R square = .185

F – Test = 10.997

p - Value = 0.00 (significant $p < .05$)

However, sex does not significantly influence student engagement. The result is contrary to the study by Kinzie et al. (2007), which found that female students participate in education more frequently than male students, while Amir et al. (2014) also confirmed that female students reported a greater degree of involvement than male students. Moreover, Lietaert et al. (2015) found that male students are less engaged and encouraged by their instructors than female students. On the other hand, men are less engaged than women (Lemote et al., 2013; Wang & Eccles, 2012b).



Regression Model for Student Engagement

Three models are developed from the regression analysis on the results of the study, rejecting the null hypothesis that no regression model can be crafted from the study. The first model (Model 1) is the general model which is similar to the 2nd model (Model 2) for male students. The 3rd model (Model 3) is the model for female students. It is common in the three models that for every unit increase in academic support a corresponding point increase is noted in learning engagement holding sex constant. However if sex is considered, as reflected in the general model and model for male students, engagement increases, whereas in the model for female students whatever point increase in engagement due to unit increase in classroom management remains untouched. Simply stated, the engagement of male and female students are the same.

Table 5. Interpretation of the Parameter Estimates of the Final Model

Variables	Parameter Estimates	Interpretation
Intercept	2.994	Initial mean coefficient of engagement (without sex and classroom management)
Sex	.049	Mean difference between male and female respondents. Mean of male is .049 more than female if other predictors were at “0”. However sex is not a significant predictor due to the minimal difference.
CM	.326	Linear change of respondents’ engagement by classroom management. One unit change in CM will lead to .326 unit change in E, if other predictors were at “0”

The entirety of the model is a confirmation of the theoretical framework espoused in this study which is the proposition of Oscan (2017) stating that classroom management involves a continuous connection between instructors and their students. Consequently, the idea may be defined as all of the acts taken by the teacher in order to establish and sustain a learning environment conducive to effective instruction. This might include a range of tactics including as setting up the physical atmosphere, creating norms and procedures, keeping students' focus on teachings, and engaging them in activities. As a complement to this proposition, the propositions of strange et. Al, (2011) and Martin et. Al, (2016) are taken as the framework for the relationship of the two variables declaring that the quality of classroom management are significantly related to student engagement. In what concerns to the variable sex, male have poorer school interest and performance, as well as greater dropout rates than females (Wang & Eccles, 2012a; Lamote et al., 2013).

4. CONCLUSION

From the results of the study, the following conclusions are drawn: College students always manifest (at a very high level) of engagement with their interest in learning as well as working hard as a team in class. Moreover, they also always manifest (very high levels) of classroom management, especially in encouraging students to be respectful of one another and involving students in establishing rules and procedures. As to the relationship between the independent and dependent variables, significant relationships between classroom management and student engagement is ascertained in this study, while the relationship between sex and student engagement are not significant. This means that for every unit increase in classroom management there is a corresponding increase in the level of student engagement among criminology students. As to the sex, it is confirmed from the results of the study that as sex increases, the engagement of students increases. As to the combined influence of classroom management and sex on student engagement, the result is significant. Both independent variables may have an effect on student engagement. Three models of students' student engagement are crafted from the results of the study: general model, model for male students and model for female students. The models comparatively show that may it be male or female students, they have the same degree of student engagement

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