
**CLASSROOM BEHAVIOURAL ENGAGEMENT AMONG
JUNIOR SECONDARY SCHOOL STUDENTS IN
IJEBU-ODE, OGUN STATE**

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Abstract

Effective teaching and learning comes in when there is an active participation among the students. Classroom behavioural engagement among students is one of the factors that can enhance learning and as well make teaching easier for the teacher. Therefore, this study investigated classroom behavioural engagement among junior secondary school students in Ijebu-Ode. The research design for this study was descriptive survey design. The population of this study was junior secondary school learners in Ijebu-Ode, Ogun State. Ijebu-Ode was for this study due to the fact that it is an urban center and the researchers also familiar with the environment. Ten schools were randomly selected and thirty junior secondary school students were randomly selected from each of those selected schools, which made up of three hundred students. Data collected were analysed using descriptive statistics such as frequency count, mean and standard deviation. The study revealed that junior secondary school students in Ijebu Ode have classroom behavioural engagement to large extent and this can as

well enhance their learning in the classroom. It therefore recommended that teachers should encourage students in class so that they can frequently display positive classroom behaviour.

Keywords: Classroom, Behavioural engagement, Democratic, Citizenship.

Introduction

Without interaction between the pupils in the classroom, or formal educational environments, teaching and learning cannot occur. The teacher, the students, the content, the learning process, and the learning scenario are all components of the teaching-learning process in a classroom setting. The circumstances under which learning occurs are referred to as the learning context or learning environment. Every classroom has different teaching and learning environments. Yazzie-Mintz & McCormick (2012) state that although classes may appear similar at first glance, they differ in terms of their practices and methods.

Researchers have researched the broad concept of student involvement in three main areas: behavioral, emotional and cognitive engagement (Yazzie-Mintz & McCormick, 2012). These areas emphasize how complicated student engagement is and call for greater clarity in the tools and metrics used to assess it. The main objective of cognitive engagement is the student's internal investment in the learning process, which includes the hidden or inner psychological traits that spur effort in gaining the knowledge or skills that are highlighted in their academic work. (Friedricks, Blumenfeld & Paris, 2004; Yazzie-Mintz & McCormick, 2012; Cooper, 2014). Similar to this, when examining the student's commitment to comprehending and mastering the knowledge and abilities that are expressly taught in schools, the cognitive engagement domain is chosen (Yazzie-Mintz & McCormick, 2012). Understanding the relationship between psychological motives and student involvement requires the use of this perspective. The emotional engagement domain asks students about their feelings toward their teacher, their class, or their school as well as their feelings of interest, boredom,

happiness, sadness, or anxiety (Stipek, 2002; Walker & Greene, 2009; Yazzie-Mintz & McCormick, 2012; Renninger & Bachrach, 2015). Research in this area also investigate how learners' affiliation with their school influences their perceptions of worth and belonging. (e.g., students' consider himself or herself importance and success in academic outcomes (Voelkl, 2012; Cooper, 2014). When examining a student's love of her school and fellow students, this line of questioning is crucial (that is, teachers, administrators, peers). Students' classroom behavior, participation in extracurricular activities, and level of interest in their academic assignment are all covered under the behavioral engagement domain. (Yazzie-Mintz & McCormick, 2012; Cooper, 2014). Studies on classroom behavior look at how the students behave in relation to the rules, norms, and expectations of the classroom or institution. When a student behaves positively, such as by adhering to classroom or school expectations, this is a sign of higher student engagement. When a student behaves negatively, such as by disrupting class or disobeying an administrator, this is a sign that a learner is either engage or disengage (Finn, 1993; Finn, Pannozzo, & Voelkl, 1995; Finn & Rock, 1997). Student involvement in school-related activities, such as participation in school activities or participation in classroom activities, is the second aspect of behavioral engagement.

The support that students show for school-sponsored activities (such as pep rallies, sports teams, clubs, and other extracurricular activities), research on school involvement has focused on factors including attendance and pleasant relationships, which has provided insight into individuals' motivation to participate in school. (Finn, 1993; Finn et al., 1995). The importance of variety of activities in increasing students' involvement as opposed to disengagement is highlighted in research on students' participation in classroom activities. (Birch & Ladd, 1997; Buhs & Ladd, 2001; Yazzie-Mintz & McCormick, 2012; Cooper, 2014) The students' interest in their academic task, which is described as the specific behavioral acts undertaken by students to demonstrate their desire to participate in classroom activities and their readiness to work through difficult material, is the third component of behavioral engagement (Finn *et al*, 1995). The study on this factor sheds light on the classroom

activities that encourage students to engage in specific behaviors, such as persistence, focus, asking questions, and participating in class debates (Yazzie-Mintz & McCormick, 2012; Cooper, 2014;). A significant amount of research has focused on understanding the educational settings and learning environments that support behavioral engagement in light of the positive effects of behavioral engagement on student achievement (Caraway et al., 2003). There has been much study on the relationships between two school-level factors and student behavioral engagement: school size and stringent rules (Finn & Voelkl, 1993). Even while schools have a significant impact on how students behave, classrooms within a school have different levels of participation (Cooper, 2014). As a result, a significant amount of research has been conducted to determine the instructional variables in the classroom that are linked to higher levels of behavioral student involvement (Kelly & Turner, 2009). This study can be divided generally into three categories based on the relationships between students and the teacher, students and their classmates, and students and the subject content. Because they help to build a strong, good relationship between them, interactions between students and teachers are crucial for raising a student's behavioral engagement. (Valeski & Stipek, 2001; Crosnoe, Johnson, & Elder, 2004; Cooper, 2014). Students are more likely to pay attention in class when they perceive their lecturers to be invested in them (Patrick, Ryan & Kaplan, 2007). Any classroom activity where the teacher has a personal connection to a student or group of pupils can be considered a kind of teacher support. There is a ton of research, in particular, on how crucial teacher-student connection is for raising behavioral engagement among students (Kelly & Turner, 2009).

Students are more engaged when their teachers encourage discussion and dialogic instruction, as demonstrated by the longer curricular conversations and the more substantial and sustained contributions to the class discussion. Additionally, students express excitement and participation in class discussions (Yazzie-Mintz & McCormick, 2012). Peer interactions are essential for student involvement as well since involvement is associated with a favorable interpersonal atmosphere (Davis & McPartland, 2012). Higher levels

of student involvement are found in classrooms when teachers encourage interactions among students regarding academic activities. Students who have faith in their friends to help them display more uplifting behavioral involvement (Patrick *et al*, 2007). High behaviorally engaged peers have been connected to increased behavioral engagement in both the individuals and the people they come into contact with (Kindermann, 1993). The interaction between highly involved students and other students during common classroom activities would be the root of the increased engagement. One strategy for encouraging student interaction on academic tasks is to design group work activities for them.

The result of certain studies indicates that group projects increase student involvement (Yazzie-Mintz & McCormick, 2012). However, other research indicates that teachers' facilitation of sustained student interaction over academic subject is key, not the group work style (Cooper, 2014; Kelly & Turner, 2009). Student involvement is also influenced by how they engage with the material. The evidence suggests that more behavioral engagement is connected with genuine and difficult tasks (Blumenfeld *et al.*, 2004). When students feel that the task is relevant, they are more inclined to participate (Walker & Greene, 2009; Davis & McPartland, 2012). The majority of engagement research either does not pay attention to content or just examines involvement in a specific topic area (in this case, researching engagement in literacy education). As a result, there has been less research on the connection between involvement and topic matter. One survey found that pupils are more interested in electives than in core subjects (Cooper, 2014).

Nevertheless, subject matter (such as math, science, social studies, English, and art) affects how teachers select classroom activities, and the nature of those activities has a significant impact on how students engage in the classroom (Kahne, Chi, & Middaugh, 2006; Larson, 2011; Rossman, Schorr, & Warner, 2011; Wilhelm & Novak, 2011). The amount of student participation in the classroom has received little research, thus this study examined it among junior secondary school students in Ijebu-Ode, Ogun State.

Numerous studies on students' participation in the three areas of cognitive, emotional, and behavioral components have been done

by researchers. The level of student involvement in class is uninspiring despite the numerous studies conducted in the past. The level of student behavioral participation in the classroom has received little research, thus this study examined it among junior secondary school students in Ogun State.

Objectives of the Study

The study ultimately investigated classroom behavioural engagement among junior secondary school students in Ogun State. The specific objectives are to determine the:

- i. extent to which Social Studies students' involve in classroom behavioural engagement in Ijebu-Ode, Ogun State; and
- ii. extent to which Social Studies students display acceptable behavior for classroom engagement in Ijebu-Ode, Ogun State.

Research Questions

One research question was raised to guide this study:

- i. To what extent do Social Studies students get involved in classroom behavioural engagement in Ijebu-Ode in Ogun State.
- ii. To what extent do Social Studies students display acceptable behaviour for the classroom engagement in Ijebu-Ode in Ogun State.

Methods

This study used a descriptive survey design as its primary research method. The population for this study is made up of junior secondary school pupils from Ijebu-Ode in Ogun State. Ijebu-Ode was specifically chosen for this study because it is an urban area and the researchers are acquainted with the locality. From the schools in Ijebu-Ode, ten were chosen at random. From each of the chosen schools, which had 300 pupils total, thirty junior secondary school students were chosen at random. Due to the nature of the study, schools with both male and female pupils were chosen. For this study,

only the SCBES (Students Classroom Behavioural Engagement Scale) was used as a tool. 20 scale statements on the SCBES were self-designed and were based on the Likert 3-point scale of Never (N), Sometimes (S), and Frequently (F). Positively worded phrases receive 3, 2, and 1 points on the scales (N), (S), and (F), correspondingly. For remarks that were phrased negatively, this was reversed. To ensure their suitability with regard to the targeted learners, the 20 item scale instrument was reviewed by peers and experts. Fifty JSS 2 social studies students were given the test by the researcher with help from the teachers of JSS in the schools. The reliability of the system was estimated using the Kuder-Richard 21 Formular, which produced a coefficient of 0.72. The data were coded, and descriptive analysis, including frequency count, mean, and standard deviation, were used to analyze the data.

Results

Research Question 1: To what extent do Social Studies students get involved in classroom behavioural engagement in Ijebu-Ode, Ogun State, Nigeria

Table 1: Level of Social Studies Students' Involvement in Classroom Behavioural Engagement in Junior Secondary Schools

| S/N | Items | Mean | S.D | Decision |
|-----|---|------|-----|----------|
| 1 | Cooperates with other students | 3.18 | .68 | LE |
| 2 | Complete school work without being reminded | 3.08 | .76 | LE |
| 3 | Offers help with other students when needed | 3.07 | .73 | LE |
| 4 | Understands problems and need of other students | 3.02 | .80 | LE |
| 5 | Remains calm when problems arise | 2.90 | .91 | LE |
| 6 | Listens to and carries out directions from teachers | 3.46 | .67 | VLE |
| 7 | Invites other students to participate in activities | 3.37 | .64 | VLE |
| 8 | Asks appropriately for clarification of instructions | 3.24 | .78 | LE |
| 9 | Has skills or ability that are admired by peers | 2.91 | .93 | LE |
| 10 | Is accepting of other students | 3.38 | .68 | VLE |
| 11 | Completes school assignment on time | 3.45 | .60 | VLE |
| 12 | Will give in or compromise with peers when appropriate | 3.25 | .73 | LE |
| 13 | Follows schools and classroom rules | 2.57 | .89 | LE |
| 14 | Behave appropriately at school | 2.92 | .85 | LE |
| 15 | Asks for help in appropriate manner | 3.38 | .68 | VLE |
| 16 | Interacts with wide varieties of peer | 3.29 | .70 | VLE |
| 17 | Responds appropriately when corrected by teachers | 3.19 | .70 | LE |
| 18 | Has good leadership skills | 3.31 | .63 | VLE |
| 19 | Controls temper when angry | 3.20 | .76 | LE |
| 20 | Is assertive in an appropriate way when he or she needs to be | 2.98 | .79 | LE |

Key: VLE – Very Large Extent (4.00-3.26), LE – Large Extent (3.25-2.51), SE – Some Extent (2.50-1.76), LoE – Low Extent (1.75-1.00)

Table 1 reveals the result of the level of involvement of social studies students in classroom behavioural engagement in Ijebu-Ode, Ogun State. It can be seen that the students to a large extent were cooperate with other students, complete school work without being reminded, offers help with other students when needed, understand

problems and need of other students and also remain calm when problems arise. It can also be seen that students to a very large extent accepting of other students, completes school assignment on time, help in appropriate manner and so forth.

Research Question 2: To what extent do Social Studies students display acceptable behaviour for the classroom engagement in Ijebu-Ode, Ogun State.

Table 1 reveals the result of the level of Social Studies students in classroom behavioural engagement in Ogun State, Nigeria. It can be seen that the students to a large extent were responds appropriately when corrected by teachers, asks for help in appropriate manner, Listens to and carries out directions from teachers. It can also be seen that students to a little extent controls temper when angry, responds will give in or compromise with peers when appropriate and so forth.

Discussions

This result revealed that the students to a very large extent accepting of other students, completes school assignment on time, help in appropriate manner and also to a large extent cooperate with other students, complete school work without being reminded, offers help with other students when needed, understand problems and need of other students and also remain calm when problems arise. These indicate that students have some level of classroom behavioural engagements that are positive. Students are displaying many behavioural patterns show that they are really engaging in the classroom. The study revealed that the students usually displayed readiness to follow classroom instructions by doing any assignment given at appropriate time. The result revealed that students usually ask students on any instruction that is not clear to them and this shows that students are displaying classroom engagement behavior. There is need for teachers to embrace and nurture all these classroom engagement behavior in students. Finding revealed that students display acceptable behaviour in classroom to show that they are really engaging in classroom learning. Findings in this study is in tandem with Yazzie-Mintz and McCormick (2012), that found out

that students' comprehension ability has link with positive students' behavioural engagement.

Conclusion

Teaching and learning require some inherent factors that are needed to be developed if there will be effective learning among students. Social studies teachers must ensure that every student displays some levels of behavioural engagement in classroom and as well encourage every student in a way to display acceptable behavior that can improve students teaching and learning.

Recommendations

Teachers must always make use of teaching method that will make students to be behavioural engaged in what they learn per time. Every student must be encouraged to exhibit good behavioural engagement in classroom.

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