KeAi
CHINESE ROOTS
GLOBAL IMPACT

International Journal of Innovation Studies

INVESTIGATING FACTORS AFFECTING STUDENT ENGAGEMENT AMONG STUDENTS PURSUING MANAGEMENT PROGRAMME

Satya Sidhartha Panda *
PhD Research Scholar
TMIMT
Teerthanker Mahaveer University
satyasidharth@yahoo.com

Dr Bindoo Malviya**
PhD Research Guide
Professor – Management
TMIMT
Teerthanker Mahaveer University
drbindoomalviya@gmail.com

ABSTRACT

The rapid growth of student enrolment in higher educational institutions has resulted in large sizes of class and less individual attention, which in turn has led to a lack of sense of engagement with classroom activities by the student. However, students' performance in higher education institutions is a serious concern. So, we need to think of various interventional strategies to engage students for effective learning and academic performance. Variable under examination in this study were goal orientation and academic self-efficacy (independent variables) and student engagement (dependent variable). The objectives of the studies are to analyse theindividual as well as combined impact of factors of goal orientation and academic self-efficacy on student engagement. This research has a survey-based design. The sample consisted of undergraduate and postgraduate management students. The data was collected using questionnaire and respondent were undergraduate and postgraduate students pursuing Management Programe. The data analysis was done using factor analysis, multiple regression and a statistical model was suggested. The study finds that goal orientation andacademic self-efficacy have a significant impact on students' engagement

Keywords:*Goal orientation; Academic self-efficacy; Student engagement; Management students.*

1.0 Introduction

India is a populous country with about 140 million young populations in the college-going age. Theyoung students' interests andattitudes towardsacademicandnon-academic activities andtheirmotivations to go to school are based on their perceptions that going to school are essential for their future wellbeing (Kahu, Nelson,& Picton, 2017).Though there are studies which had found that many students do not consider going to college and do not consider academic interest as a strong foundation for their future. (Kahu, Nelson,& Picton, 2017;Skinner&Belmont, 1993). Educationalinstitutions and faculty members face a common problem in their classrooms. (Ahmed *et al*., 2012; Gross & Sonnemann, 2017). Faculty members teach but students do not have interest to learn and initiate to involve in learning process. Researches indicated that educational institutions of higher education are facing similar problems to improve student's learning outcome and motivate students to involve in various academic and non-academic activities which ultimately impact on increase students' interest, focus on academic tasks, set academic goals, belief on self to perform better day by day. Studies further found that engaged students in academic are mostly to focus on academic goals, learn new and develop competency, take academic risks, perform better, enjoy classroom and show interest for class discussion. (Huff*et al*, 2016; Klem & Connell, 2004).

1.1 Goal orientation

The researcher has reviewed pervious relevant studies on various Goal orientations according to the theory of goal orientation as a part of conducting the present research. Mattern (2005) conducted a study on college students' goal orientations and achievement. The study found that once a student identifies the goal, such students involve him to perform better to achieve academically. Jaidev & Chirayath (2013) conducted research to understand whether learning goal orientation and personal-efficacy can significantly influence transfer of training. In this study the result indicated that learning goal orientation and personal self-efficacy have a significant influence on learning in the training programe. In addition to the finding in this study, researcher concluded that some other factors like work environment, training design, gender that may study further apart from individual characteristics influence positive on learning in training programme.

1.2 Academic self-efficacy

Motlagh*et al*., (2011**)** in their study on the relationship between self-efficacy and academic achievement in per education level. Results revealed that awareness, discipline are correlated with academic achievement and the self-efficacy factors have a significant effect on academic progress of students. Yusuf (2011) in his study attempt to see the impact of self-efficacy, achievement motivation and self –regulated learning strategies on students' academic achievement of undergraduate student. The research found that there was a significant effect between student's self-efficacy and academic achievement. Ahmad & Safaria (2013) in their

research titled "Effects of self-efficacy on students' academic performance" confirmed that student who has a self believe can set higher goal and can achieve higher grade than student who is not confident. Further study found that student who is confident will prefer to take academic risk than low self-efficacy student. Further study found that there is a significant correlation between emotional intelligence and their interest on study. Students' self-belief to perform various tasks in class is associated with academic eagerness and which can be through appropriate methods of teaching, mentoring, student's engagement and giving attention to students' interest (Bidhendi, Karbasi&Vakilian,2018)

1.3 Studentengagement

The researcher has reviewed several previous studies on student engagement as part of conducting the present study. As per a seminal study conducted by Alexander (1999), in this study researcher referred involvement as the time individual invest with interest and full of energy in various tasks and activities. Tasks and activities are highlighted as student experience and preparing for examination. This theory is not only on student development but also an opportunity for educators to use as a tool for designing more effective student engagement intervention strategy and learning environments. Dogan (2015) conducted a research to understand how student engagement, academic self-efficacy and academic motivation lead to academic performance. Further the study highlighted that the sense of self-motivation of students as well as the sense of interest to learn are significant variables which is affecting students' academic performance and achievement. The study concluded that faculty needs to give more attention to design relevant content, learning environment and activities for cognitive engagement in learning settings in schools. Marx, Simonsen &Kitchel (2016) attempted a study on engagement. The study found that the strength of the classroom and teacher communication, interpersonal skills significantly predicted student course engagement. Further study highlighted that teachers who interest to teach the subject and concern for students' development can positively influence student engagement in the class, which can further increase student's cognitive processes to engage and learn effectively. Mathur *et al.,*(2018) in their research titled "Antecedents of student behavior and attitude among students in college context" provide insight into measuring the antecedents of students' behavior and attitude among college students. The result of the study indicated that the teacher support was not found a contributor towards student behavior and attitude. Moreover, quality instructional methods, academic expectations contributed significantly towards student behavior and attitude. It was clear that expectation played a crucial and necessary role as the result indicated as mediating variable between high learning pedagogy and student behavior and attitude. The study concluded that the private institute of Gwalior is significantly able to develop good teaching and learning environment as high learning pedagogy and expectations, and providing quality of teaching to students.

From the previous research, it is evident that extensive research has been done in the

past on goal orientation approach, academic self-efficacy, student engagement in school and college education space. With regard to the research on goal orientation, there have been studies in the past among managers (Brett *et al.,* 2016); Christopher & Beziat, 2015) among engineering students training (Jaidev & Chirayath, 2013) among male soccer players (Cetinkalp & Turksoy, 2011) among emergency Nurses (Adriaenssens, Gucht & Maes, 2015)among school students (Gafoor&Kurukkan,2015) among undergraduate agricultural science, natural resource students, adolescents students (Huff *et al*., 2016; Mastrotheodoros,Talias&Stefanidi,2017) among distance university students(Neroni*et al.,* 2018) among employees (Kai,2008). Very limited research has been done on the aspect of goal orientation among general and management students in particular in higher education and no studies, to the best of our knowledge, have been conducted to understand the effect of individual factors of goal orientation on student to engage in academic and non-academic tasks. Additionally,less research has been done on individual factors related goal orientation of school and college students in relation to academic achievement, self-efficacy, academic performance, psychologicalwell-being, especially on student engagement in management students. The past literature on goal orientation has been in the areas of achievement, self-efficacy, relationship between goal orientation and gender, work engagement, managerial outcome, managerial performance, psychological development, academic performance, self–efficacy beliefs, students' behaviour, interpersonal behaviour, managerial outcome with employees, employee intrinsic motivation, job involvement, academic achievement, academic performance, successful performance and learning for students.Effect of individual factors of goal orientation on student engagement in management student is less evident from the preview of past research.This paper tries to find the impact of the goal orientation and academic self-efficacy on student engagement.

2.0 Objectives of the Study

1. To examine the impact of goal orientation on management student engagement
2. To examine the impact of factors of academic self-efficacy on management student engagement
3. To examine the impact of goal orientation andacademic self-efficacy, on management student engagement

3.0 Research Methodology

Research is the journey from known to unknown or from problem to solution. Research methodology refers to the design of the study method and processes by which data is gathered for a research project. (Kothari, 2004) It includes the blueprint for the collection, measurement, and analysis of data to achieve the objectives of a research work. For the present research an exploratory research design has been used. The area for the study is the management students

of the Bangalore city, which is called the education hub of south India. Using simple random sampling, data was collected from the management institution of Bengaluru. A systematic questionnaire was developed and administered among management students of Bangalore city. A total of 246 valid responses were collected from the students. The variables for the study were selected after through, literature review and discussion with various expert academicians. Goal orientation, academic self-efficacy and student engagement were three main variables identified after rigorous literature analysis and expert interview. The questionnaire was formed for each selected variable using 5-point Likert scale (Jaidev&Chirayath, 2013). 27 questions were formed under goal orientation, 22 questions under academic self – efficacy and 17 questions under student engagement. In this study the factors of Goal orientation, academic self-efficacy and student engagement were considered from the work done by the (Panda& Kapse, (2020).

The factors found for Goal Orientation are Faculty Support (GO1), Learning Orientation (GO2), Faculty behaviour (GO3), Mentoring (GO4), and Differentiation (GO5) for Student engagement are Task Engagement (SE1), Emotional Engagement (SE2), Behavioural Engagement (SE3), and Cognitive Engagement (SE4) and for Academic self-efficacy are Self-belief (ASE1), Effective commitment (ASE2), Effort (ASE3), and Academic interest (ASE4).

4.0 Data Analysis

The most important part of any study is data analysis, which gives a statistical justification and base for identifying, testing, and validating objectives of the study. For the present study descriptive statistics, correlation and regression had been used. For analysis the statistical software SPSS 20 and R programming was used. Out of the total number of respondents, 41.1 per cent of the respondents were female and remaining 58.9 were male, and similarly 41.1 per cent were from Under Graduate Management program and 58.9 were from Post Graduate Management programs, the age group of the respondents were between 19 and 24 years. Data collected for each variable was converted into factors and then into factor scores using factor analysis (Dogan, 2015). Factor score for the variable goal orientation, academic self-efficacy and student engagement were calculated.

4.1 Hypotheses for the study

To Infor the data statistcicly following hyothysis was proposed. To test each formed hypotheses different descriptive and inferential statistics were used. Mean and standard deviation were mainly used as descriptive statistics and independent sample t- test and regression was used as inferential statistics depending upon the hypothesis formed. The normality and reliability of each data was checked using normal PP plot and Cronbach alpha respectively.

4.1.1 Goal orientation

H1: Faculty suppost has a significant impact on management student engagement.
H2: Learning orientation has a significant impact on management student engagement.
H3: Faculty Behaviour has a significant impact on management student engagement.
H4: Mentoring has a significant impact on management student engagement.
H5: Differentiation has a significant impact on management student engagement.

4.1.2 Academic self-efficacy

H6: Self-belief has a significant impact on management student engagement.
H7:Effective commitment hassignificant impact on management student engagement.
H8: Effort has a significant impact onmanagement student engagement.
H9:Academic Interest has a significant impact on management student engagement.

4.1.3 Goal orientation and academic self-efficacy on student engagement

H10: Goal orientation has a significant impact on management student engagement.
H11: Academic self-efficacy has a significant impact on management student engagement.

5.0 Impact of Goal Orientation Factors on Student Engagement

5.1 Faculty support and student engagement

In various literature the term faculty support indicated as support in student learning, providing quality pedagogical materials, text books and learning resources, supported to study well, support students to understand the concept, spent additional time with students, spent time after the class hours (Pulkka&Niemivirta, 2013). Various literature, which revealed that student – teacher is important factor in encouraging students' engagement (Ramshe*et al.,* 2019; Uden, Ritzen& Pieters, 2014). Further research result found that teacher support and positive classmate influence were positively related to academic engagement. Also, research found that institutional support system, classroom infrastructure and classroom management, teacher's autonomy support as antecedents to student engagement (Eliyahuet *al.,* 2018; Ng`ang`a, Mwaura& Dinga, 2018). In the context of present study, undergraduate students are more likely to be fresh and not clear about further career goals compare to postgraduate students. After finishing the school education when they are coming to higher education space, they may face cultural shock: various challenges like adjust to new environment, learning, rigorous in academic curriculum and advance level of teaching methods, high pressure to perform academically. These factors lead to stress, demotivation, not showing interest, dropouts, and disengage. In this context when faculty understand which types of goals students adopt most, faculty can support them in terms of instructional support, learning support for students to learn, which may encourage students to develop interest in learning, gain self-confidence to perform better and they will engage actively in various learning activities inside the campus and the classroom. Various research indicated that the growth of student enrolment in higher

education where undergraduate students have a large numbers & diverse background, different learning styles, interest and experiences where faculty care and support in terms of learning and students to perform better which can encourage students to engage in the campus and in the classroom (Huff *et al.,* 2016,p. 423).

5.2 Learning orientation and student engagement

Students with learning goal orientation continue their interest, motivation to learn and participate in academic tasks. In literature on learning orientation shown as individual disposition to learn, manage learning, learn differently from others, mastery of the task, learning and understanding (Gafoor&Kurukkan, 2015; Willey, 2014&Was&Beziat,2015). Further learning goals have been described as consistency in learning and increase belief in self. When a student having learning goal orientated, his or her effort is seen as contributing to success and achievement as learning something new or mastering the task and develop new skills (Was &Beziat,2015; Rashid &Javanmardi , 2012) . Students' having learning goal-oriented approach as reasons for engaging in some learning-oriented activities (Rashidi & Javanmardi,2012). Students having learning approach develop their ability; understand the subject content (Rashidi &Javanmardi, 2012andHuff *et al.,* 2016). In the Present context of the study, it is assumed that undergraduate management students may not have an interest to acquire higher knowledge by developing new skills and competencies because they may not have academic goals, don not want to take academic risks, interested in subject knowledge only and not keen on specialized to develop employability skills. On the other hand, post graduate management students seems to have academic goals and focus on developing employability skills to deal with placement opportunities. They want to learn everything which is required to be employable, focused on high learning, high performance and show interest to participate and engage in various academic and campus activities.

5.3 Faculty behavior and student engagement

Various literatures have focused on the faculty behaviors to encourage student interest and involvement in learning. Faculty behavior has been suggested as encouragement, sincere appreciation, Interest, reinforcement, unsolicited help, classroom behavior, Interpersonal communication style, Positive body language (Skinner &Belmont, 1993, Groves*et al.,* 2015). Student and teacher interaction and relationship have been shown to be very important for student engagement in school education (Moss, Dyson&Flosi, 2011; Sammons *et al.,* 2016). (Devito, 2016;Zepke&Leach, 2010). Student feels that faculty care about them; care about the class leads to more involvement in the class and attend the class regularly.(Skinner& Belmont, 1993; Hu& ching, 2012& Groves *et al.,* 2015). In addition, other faculty behavior like encourage students to ask questions in the class, participation in student development, faculty's action in the class facilitate students' engagement (Marx, Simonsen, Kitchel, 2016;Singh& Srivastava, 2014,2013). Various literatures revealed that teacher caring behaviour is a key factor in student engagement (Rokach, 2016; Cardwell, 2011). Further research indicated that

the faculty can positively influence students to actively engage and faculty's interpersonal communication such as various verbal and nonverbal communications, immediacy behavior, empathy, approachable, humor having a significant impact on influence students to participate in various academic activities. (Rokach, 2016;Shranoff*et al.,* 2016).This connects the motivational pathways that may enhance teachers' understanding of students' intention and interest to engage with various academic activities (Wood, 2017;Roberts& Friedman, 2013). Also, research indicated that teacher poor responses and behavior disrupt the class and lead to more disengaging (Goss & Sonnemann, 2017). Individual faculty has been shown as the driving factor in motivating students to participate with learning activities in the class and inside the campus. In the context of present study, various research indicated decline in values, ethics and behavioral challenges among college students. Therefore, the action of teacher is one of the most important factors in promoting participation in the class. Students learn a lot form the environment and when they get appreciation and positive reinforcement from faculty members; assume that they may gain confidence to perform better and actively involved in various academic tasks and shown interest to participate in the class.

5.4 Mentoring and student engagement

Various researches revealed that mentoring programme helps students to change the behavior and develop sense of belonging with the faculty, actively involve for self-development, positive collaboration and engagement (Guryan*et al.,* 2017) .In the present context of this study assume that undergraduate management students are fresh and not clear about further academic goals and they may require to fulfill basic needs, faculty support and care but whereas postgraduate management students are experienced and exploring placement opportunities. They need to develop personally and professionally. Mentoring programme may guide postgraduate students to set academic goals. Also, faculty mentors played an important role as mentors to motivate them to pursue their goals and develop competencies, new skills set and resolve career issues. Various researches revealed that structured mentoring increased belongingness between student and faculty, increase student attendance and engagement (Guryan*et al.,* 2017).

5.5 Differentiation and student engagement

Differentiation means initial preference, exhibited a stronger preference, individual differences in need for uniqueness, feel distinct and unique from others (Ku, Kuo, Fang& Yu, 2014; Riketta, 2008). In the present context of the study assume that under graduate and post graduate students are different in their perception because undergraduate students are fresh in higher education environment and they may face challenges due to large diverse groups, new environment, rigorous learning, teaching and academic activities and they do not want to take academic risk due to fear of failure whereas postgraduate students have already passed through three years of undergraduate education and wanted go for higher knowledge and skills set with specialization. So, in comparison, the post graduate students want to be unique,

specialized in their respective domain. They want to establish themselves different from others in a larger group of academic community by actively self-engage in various academic, non-academic activities, greater experience and post graduate students feel distinct from others.

6.0 Impact of Academic Self-Efficacy Factors on Student Engagement

6.1 Self-belief on student engagement

Bandura introduced the concept of self-efficacy which impacts and changes individual behavior. Self-efficacy refers to the personal beliefs or to an individual confidence in his or her own ability to perform effectively on specified tasks. Various research has proven the effect of self-efficacy, belief on school students' motivation, engagement and academic performance (Motlagh*et al.,* 2011). Belief is important for students for acquiring higher knowledge, learning process, interest, motivation to engage in various academic activities (Yusuf, 2011). Academic Self –efficacy connects how students feel, think, motivates themselves and behave in their learning process. This concept is related to the beliefs that students have about their capacity to complete a specific academic task. Self-belief and can-do attitude have a significant effect on goals, individual decision, motivation, confidence and emotional reaction. Various literatures supported that students' academic self-efficacy has tremendous effect on students' behaviour and mentality to learning. Student's belief in self and their ability influences choice of their effort and participate actively in the class.

6.2 Effective commitment on student engagement

Motivated students are interested in positively participating in various academic and campus activities, learning and achieving academic performance. Such students are committed to set goal and student involve in their goal setting process and enjoy performing their task whether they achieved the goal or not and emotionally involved. (Mahasneh&Alwan, 2011; Bidhendi,Karbasi&Vakilian, 2018). Effective commitment creates interest, motivation and positively engages in doing academic tasks (Bidhendi, Karbasi&Vakilian, 2018; Cetinkalp&Turksoy, 2011). Students who are committed tend to show interest in learning, developing new skill set, working hard and engage in the classroom and campus activities. Various researches revealed that student engagement happens when students have shown interest; invest themselves, commitment to learn within the class and outside the classroom. (Teri *et al*., 2017; Devito, 2016;Mai, Yusuf& Saleh, 2015).

6.3 Effort on student engagement

Effort encourages greater student engagement (Rodgers, 2008; Ahmed, Zaman& Samaduzzaman, 2012). Further Kuh (2009) has defined "student engagement as the time and effort students spent in learning and academic performance". Engaged students are actively involved and give extra effort in their academic task, they engage themselves in various academic activities.

6.4 Academic interest on student engagement

Academic interest was defined "as a desire to gain academic knowledge in one's field of interest and to conduct research-based activities because students find it interesting and enjoyable" (Rooji,Jansen& Grift,2017 p.542). Student engagement lies on students' interest and involvement in learning activities (Saeed&Zyngier, 2012). Further research confirmed that the students' who are disengage having less interest and commitment to learn, whereas engaged students show interest to learn for achieving the highest academic result (Saeed &Zyngier, 2012). Further research evidence implies that academic interest influences self-efficacy and involvement in academic task and greater interest lead to more academic self-efficacy. Academic Interest implies students desire to gain some extra knowledge and interest in research activity (Rooji, Jansen & Grift, 2017).

6.5 Result of goal orientation factors

In order to find the effect of Faculty support on Student Engagement, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table 1. From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the student engagementandfaculty support.In order to test the effect of faculty support on the student engagementa simple linear regression and is applied, a Null hypothesis is developed and tested for regression coefficient (beta) using t test.From the Table 1, It is clear that the t value is 7.665 with p value 0.000 which is significant hence the null hypothesis is Rejected, which means Faculty support has an impact on Student Engagement. In order to find the effect of learning orientation on Student Engagement, first correlation between the two has to be found.

Table 1: Correlation Coefficients, Regression Coefficient and R^2

Model		**Unstandardized Coefficients**		**t**	**Sig.**	**R Square**	**Correlation**
		B	**Std. Error**				
H1	(Constant)	3.916	.032	121.321	.000	.194	0.441
	Faculty support	.248	.032	7.665	.000		
H2	(Constant)	3.916	.035	110.712	.000	0.032	0.180
	learning orientation	.101	.035	2.850	.000		
H3	(Constant)	3.916	.034	115.697	.000	0.114	0.337
	faculty behaviour	.190	.034	5.598	.000		
H4	(Constant)	3.916	.034	116.778	.000	0.130	0.361
	mentoring	.203	.034	6.042	.000		
H5	(Constant)	3.916	.036	110.060	.000	0.021	0.144

	differentiation	.081	.036	2.272	.024		
H6	(Constant)	3.916	.032	120.602	.000	0.184	0.429
	self –belief	.242	.033	7.428	.000		
H7	(Constant)	3.916	.030	131.138	.000	0.310	0.557
	effective commitment	.313	.030	10.476	.000		
H8	(Constant)	3.916	.033	119.195	.000	0.165	0.406
	effort	.229	.030	6.946	.000		
H9	(Constant)	3.916	.036	109.328	.000	0.008	0.087
	academic interest	.049	.036	1.363	.174		
H10	(Constant)	.835	.203	4.106	.000	0.489	0.699
	goal orientation	.775	.051	15.274	.000		
H11	(Constant)	.409	.166	2.472	.014	0.651	0.807
	Academic Self Efficacy	.914	.043	21.349	.000		
Dependent Variable: **Student Engagement**							

Karl-Pearson correlation gives the linear correlation between the two variables (Table 1). From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the student engagementand learningorientation. In order to test the effect of learning orientation on the sstudentengagement a simple linear regression and is applied, a Null hypothesis is developed and tested for regression coefficient (beta) using t orientation. In the Table 1, it is clear that the t-value is 2.850 with p value 0.005 which is significant hence the null hypothesis is rejected, which means learning orientation has impact on student engagement.

In order to find the effect of faculty behaviour on student engagement, first correlation between the two has to be found. Karl-Pearson correlation gives the linear correlation between the two variables (Table 1). From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the student engagementand facultybehaviour. In order to test the effect of faculty behaviour on the student engagement a simple linear regression and is applied, a null hypothesis is developed and tested for regression coefficient (beta) using t test. From Table 1, It is clear that the t value is 0.5.598 with p value 0.000 which is significant hence the null hypothesis is rejected, which means faculty behaviour has impact on student engagement. In order to find the effect of mentoring on student engagement, first correlation between the two has to be found. Karl-Pearson correlation gives the linear correlation between the two variables which is given in Table 1 From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the Student Engagement and mentoring.

In order to test the effect of mentoring on the Student Engagement a simple linear regression is applied, a null hypothesis is developed and tested for regression coefficient (beta) using t orientation. In the Table 1, it is clear that the t value is 6.042 with p value 0.000 which

is significant hence the null hypothesis is rejected, which means mentoring has impact on student engagement. In order to find the effect of differentiation on student engagement, first correlation between the two has to be found. Karl-Pearson correlation gives the linear correlation between the two variables which is given in Table 1. From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the student engagement. In order to test the effect of differentiation on the student engagementa simple linear regression and is applied, a null hypothesis is developed and tested for regression coefficient (beta) using t test. From Table 1, it is clear that t-value is 2.272 with p value 0.000 which is significant hence the null hypothesis is rejected, which means differentiation has impact on student engagement.

6.6 Result of academic self-efficacy factors

In order to find the effect of self–belief on student engagement, first correlation between the two has to be found. Karl-Pearson correlation gives the linear correlation between the two variables which is given in Table 1. From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the student engagementandand self –belief. In order to test the effect of self–belief on the student engagementa simple linear regression and is applied, a Null hypothesis is developed and tested for regression coefficient (beta) using t test. From Table 1, it is clear that the t-value is 7.428 with p value 0.000 which is significant hence the null hypothesis is rejected, which means self–belief has impact on student engagement.In order to find the effect of effective commitment on sstudentengagement, first correlation between the two has to be found. From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between thestudent engagementand effectivecommitment. In order to test the effect of effective commitment on student engagement,a simple linear regression is applied, a Null hypothesis is developed and tested for regression coefficient (beta) using t test. From Table 1, it is clear that the t value is 10.476 with p value 0.000 which is significant hence the null hypothesis is rejected, which means effective commitment has positive effect on Student Engagement. To find the effect of effort on student engagement, it is clear from Table 1 that the correlation is positive and significant, which means there is positive correlation between the student engagement. To test the effect of effort on the student engagement a simple linear regression and is applied, a Null hypothesis is developed and tested for regression coefficient (beta) using t test. From Table 1, it is clear that the t value is 6.946 with p value 0.000 which is significant hence the null hypothesis is rejected, which means effort has impact on student engagement.

In order to find the effect of academic interest on student engagement, first correlation between the two has to be found. From the Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the student engagementand academic interest. In order to test the effect of academic interest on the Student Engagement a simple linear regression and is applied, a Null hypothesis is developed and tested for regression

coefficient (beta) using t test. From the Table 1, It is clear that the t value is 1.363 with p value 0.174 which is insignificant hence the null hypothesis is accepted, which means academic interest has no impact on Student Engagement.

7.0 Result of Goal Orientation and Academic Self-efficacy on Management Student Engagement

In order to find the effect of goal orientation on student engagement, first correlation between the two has to be found using Karl-Pearson correlation.From Table 1, it is clear that the correlation is positive and significant, which means there is positive correlation between the student engagementand goal orientation. In order to test the effect of goal orientation on student engagement a simple linear regression is applied, a Null hypothesis is developed and tested for regression coefficient (beta) using t test. From the Table 1, It is clear that the t value is 15.274 with p value 0.000 which is significant hence the null hypothesis is rejected, which means goal orientation has impact on student engagement. To find the effect of academic self-efficacy on student engagement, Table 1 shows that there is positive correlation between the student engagementand academic self-efficacy. In order to test the effect of academic self-efficacy on the student engagement a simple linear regression and is applied, a Null hypothesis is developed and tested for regression coefficient (beta) using t test. From Table 1, It is clear that the t value is21.349 with p value 0.000 which is significant hence the null hypothesis is rejected, which means academic self-efficacy has impact on student engagement.

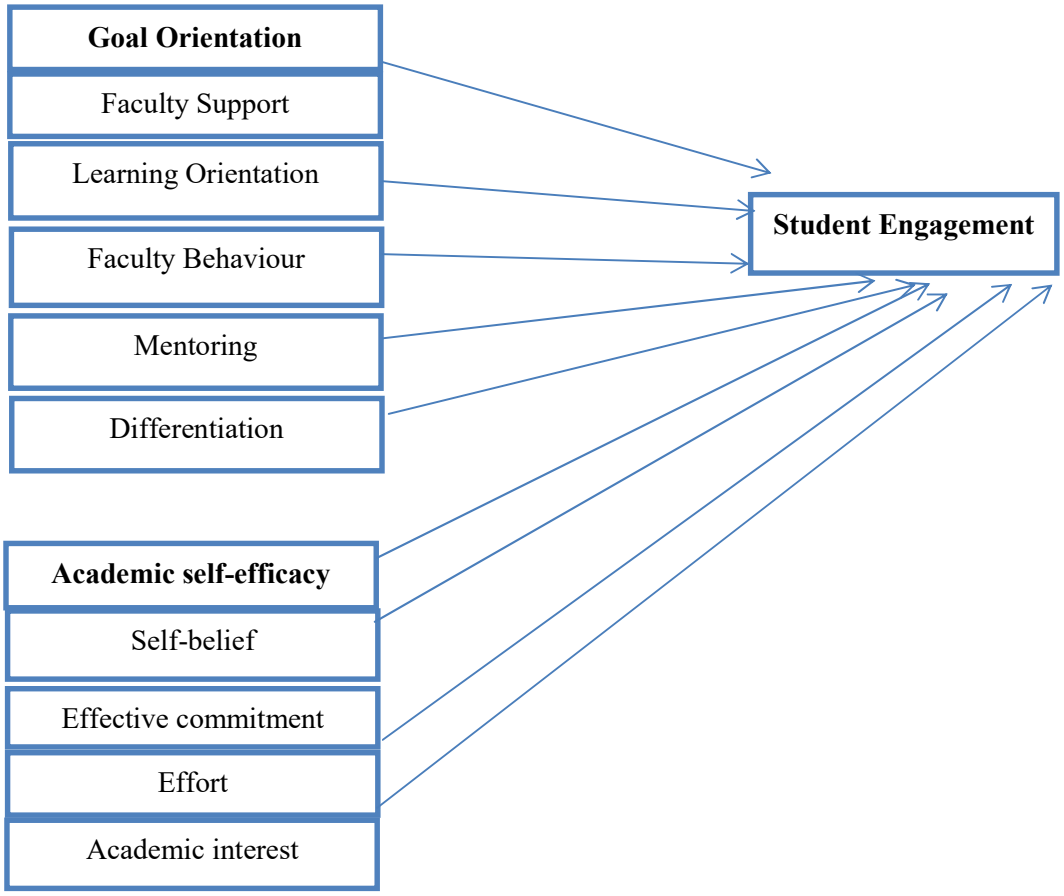
8.0 Proposed Model

This study therefore focuses on the issue of student engagement through the management student's perspective and makes an attempt to investigate the effect of goal orientation and academic self-efficacy factors individually on student engagement among UG & PG management students. So, the researcher has developed a conceptual model as given in Figure

9.0 Discussion and Conclusion

Student engagement have been a major concern for faculty members and educational institutions who want students to achieve better in the academic and motivate to learn. The engagement in educational institutions in learning is a continuous process from individual to group activities and various researches have studied to understand the academic behaviour of college students, which can affect their engagement in the class and campus. Based on our finding from the present study. First of all, it is important for management institutions to understand and concentrate on individual and classroom dimension of student engagement. Management institutions have to improve upon various ways to increase student engagement. Management institutions need to provide better infrastructure support and learning support services for students.

Figure1:The Conceptual Framework



Source: Author's own

Management institution need to select motivating faculty with strong sense of student centric approach and high-level of interpersonal skills, continuous faculty development for students' success. Educational institutions should encourage faculty to develop a collaborative learning climate in the classroom and provide opportunity for students to think, which will increase students' analytical ability. Faculty must involve in structured mentoring and which can develop a sense of belonging within students – faculty and guide them to set the academic goals. Faculty should extend their support on co-curricular and extracurricular activities apart from academic activities. Management institutions need to design appropriate training and placement intervention strategy to involve students for learning and academic performance. Educational institutions should identify the students having low self-efficacy and provide counseling, guidance in changing student's low belief to perform better which can avoid student dropouts. We would suggest that faculty interactions with students is an important factor in encouraging student engagement in order to improve their interest to learn and to encourage students' academic progression and even student's retention.

9.1 Limitations and future scope of work

The present findings provide some good insights about student engagement, it has certain limitation also. The respondents were only from Bengaluru and students from private universities, reputed management colleges. Government colleges, universities and management institutions of other parts of India were not part of this research. Thus, this could also be a limiting factor for generalizing. Time was a major constraint for this study. The sample size was not large enough and bigger sample size might be reliable and could give different result. The scope of this study was limited to Management institutions of Bengaluru. Further study can be replicated in various other courses of higher education to study the effect of goal orientation and academic self-efficacy factors, because very few studies have taken these constraints. Further study should highlight the effect of institutional discipline and culture on student engagement, the students' perception on faculty's efficacy and its effect on student engagement and new insight may be added to the study by investigating the different levels of student engagement using variables of this study. The study of student engagement and it`s influences play significance in management education. Especially as we consider how to better prepare students development, make them involve and prepare the process of student engagement to create a better learning environment for academic achievement.

References

Adriaenssens,J., Gucht De, V., Maes, S. (2015). Association of goal orientation with work engagement and burnout in emergency nurses. *Journal of Occupational Health*,*57*(2),1-9.

Ahmed, M., Zaman, F.,& Munshi, S. (2012).Increase students` engagement in the classroom.*IOSR Journal of Business and Management*,*6*(2), 16-21.

Alay, A. (2013). Effect of self-efficacy on students` academic performance.*Journal of Educational, Health and Community Psychology*, *2*(1), 22-28.

Alexander, W.A.(1999). Student involvement: A developmental theory for higher education. *Journal of College Student Developmen*t, *40*(5), 518-529.

Bidhendi, S. S., Karbasi, M.,& Vakilian, M. (2018). Predicating the academic eagerness on the basis of emotional intelligence and educational self- efficacy in students of Hamadan of Islamic Azad University.*Journal of Research in Medical and Dental Sciences*,*6*(3), 206-211.

Brett, F. J., Bien-Uhl, M., Huang, L., &Carsten, M. (2016). Goal orientation and employee resistance at work: Implications for manager emotional exhaustion with the employee.*Journal of Occupational and Organizational Psychology*,*89*, 611-633.

Cardwell, E. M. (2011). Patterns of Relationship between Teacher Engagement and student engagement.*UnpublishedPh.D.Dissertation submitted to Department of Education*, St. John Fisher College.

Cetinkalp,Z. K. &TurksoyA. (2011). Goal orientations and self–efficacy:As predictors of participation motivation in adolescent male soccer players.*Social Behaviour and Personality: An international Journal, 39*(7), 925-934.

Devito M. (2016). Factors influencing student engagement. Unpublished certificate of advanced study thesis.Sacred Heart University, Fairfield. Retrieved from https://digitalcommons.sacredheart.edu/edl/11/

Dogan, U.(2015).Student engagement, academic self-efficacy, and academic motivation as predictors of academic performance.*Anthropologist*, *20*(3), 553-561.
Eliyahu, A. B., Moore, D.& Dorph, R.,& Schunn, C. (2018). Investigating the multidimensionality of engagement: Affective, behavioral and cognitive engagement across science activities and contexts.*Contemporary Educational Psychology*, *53*, 87-105.

Gross, P.,& Sonnemann, J. (2017).Engaging students creating classrooms that improve learning. *Grattan Institute*, 1-40.

Groves, M., Sellars, C., Smith, J., & Barber, A. (2015). Factors affecting student engagement: A case study examining two cohorts of student attending a post - 1992 University in the United Kingdom.*International Journal of Higher Education*,*4*(2), 27-37.

Hu, L. Y., &Ching, G. (2012). Factors affecting student engagement – An analysis on how and why students learn.*Conference on Creative Education,* 989-992.

Huff. M. S., Christopher T. S., Christopher B.,& Carrie A. S. (2016).Investigating factors that influence achievement goal orientation and educational practices in undergraduate agricultural Science and Natural resource students.*NACTA Journal*,*60*(4), 423-429.

Jaidev, P. U.&Chirayath, S. (2013). The influences of learning goal orientation andgeneral self-efficacy on transfer of training among engineering students.*International Journal of Science and Research*.*2*(5), 311-314.

Jonathan, G., Sandra, C., Ashley, C., Ijun, L.,&Jens, L. (2017). The effect of mentoring on school attendance and academic outcomes: A randomized evaluation of the check &connect program.*Working Paper Series,* submitted to Northwestern Institute for Policy Research. 1-58.

Kahu, E., Nelson, K.,&Picton, C. (2017). Student interest as a key drive of engagement for first year student.*Student Success*,*8*(2), 55-65.

Klem, M.A., Connell, P. J. (2004). Relationships matter: Linking teacher support to student engagement and academic achievement. *Journal of School Health*,*74*(7),262-272.
Kothari, C. R. (2004). *Research methodology: Methods and techniques*.Second revised edition. New Delhi, Delhi: New Age International Publishers.

Ku, H., Kuo, C., Fang, W., & Yu, Y. (2014). The impact of retail out-of-stock options on preferences: The role of consumers' desire for assimilation versus differentiation. *Marketing Letters*, 25(1), 53-66.

Kuh, G.D. (2009). What student affairs professionals need to know about student engagement. *Journal of College Student Development*,*50*(6), 683-706.

Mahasaneh, R. & Al-Alwan, A. F. (2011). Goal orientation of university students and its relationship to self –efficacy and intrinsic motivation. *JIRSEA*, *9*(2), 21-32.

Mai, M. M.Y., Yusuf, M., & Saleh, M. (2015). Motivation and engagement as a predictor of students Science achievement satisfaction of Malaysian of secondary school students. *European Journal of Social Sciences and Educational Research*, *2*(4), 25-33.

Marx, A. A., Simonsen, J. C., Kitchel, T. J. (2016). Undergraduate student course engagement and the influence of student, contextual and teacher variables.*Journal of Agricultural Education*,*57*(1),212-228.

Mastrotheodoros, S., Talias, A., M., &Stefanidi, M. F. (2017). Goal orientation profiles, academic achievement and well-being of adolescents in Greece.In Dimitrova, Radosveta (ed.), *Well-Being of Youth and Emerging Adults across Cultures*, pp. 105 – 120. Springer.

Mathur, G. (2018). Antecedents of student behavior and attitude among students in college context.*Research Perspectives in Social Sciences*, Chapter -4, 87-96.

Mattern, A. R. (2005). College students` goal orientation and achievement. *International Journal of Teaching and Learning in Higher Education*,*17*(1),27-32.

Moss, G., Dyson, J., &Flosi, A. (2011). Impact teaching: Lead or be left behind..

Mostafa, H. R.,Mohammad, G.,&Behzad, G. (2019). The role of social goals in Iranian

undergraduate students` cognitive, emotional and behavioral engagement.*Applied Research on English Language*,*8*(1),115-138.

Motlagh,S. E., Kourosh, A., Mohammad, J. Y., Abderahim, H. A. &Souuri, H. (2011). The relationship between self-efficacy and academic achievement in high school students.*Procedia - Social and Behavioral Sciences*. 15: 765-768.

Muhammad, Y. (2011). The impact of self-efficacy, achievement motivation and regulated learning strategies on students` academic achievement. *Procedia - Social and Behavioral Science, 15, 2623-2626.*

Neroni, J., Meijs, C., Leontjevas, R., Kirschner, P. A., & de Groot, R. H. M. (2018). Goal orientation and academic performance in adult distance education. *International Review of Research in Open and Distributed Learning*,*19*(2),193-204.

Ng`ang`a, W. M., Mwaura, M.A. P., &Dinga, N.J. (2018). Relationship between achievement goal orientation and academic achievement among from three students in kiambu country, Keny.*International Journal of Education and Research*,*6*(4), 53-66.

Panda, S.,& Kapse, M.(2020). Identifying the factors of goal orientation, student engagement, and academic self-efficacy as perceived by the management students. *PIMT Journal*, *12*(3).

Panda, S.S. (2021). Effect of Goal orientation and Academic Self-efficacy on Student Engagement: A Study for Management Students. MANTHAN: Journal of Commerce and Management, 8 (1), 37-59.

Pulkka, A. T., &Niemivirta, M. (2013).Predictive relationships between adult students' achievement goal orientations, course evaluations, and performance. *International Journal of Educational Research.61*, 26-37.

Rajpal, N. (2015). State focused roadmap to India's vision 2030. FICCI HighereducationSummit. Retrieved from http://ficci.in/spdocument/20657/FICCI-EY-Report-2015%20.pdf.

Rashidi, N., & Javanmardi, F. (2012). The relationship between Iranian EFL students` achievement goal orientations and their gender.*Education*,*2*(1),8-15.

Riketta, M. (2008). Who identifies with which group? The motive-feature match principle and its limitations. *European Journal of Social Psychology*,*38*, 715-735.
Roberts, A.,& Friedman, D. (2013). The impact of teacher immediacy on student participation:

An objective cross–disciplinary examination.*International Journal of Technology & Learning in Higher Education*, *25*(1), 38-46.

Rodgers, T. (2008). Student engagement in the E-learning process and the impact on their Grades.*International Journal of Cyber Society and Education*,*1*(2),143-156.

Rokach, A.(2016). The impact professors have on college students.*International Journal of Studies in Nursing*,*1*(1), 9-11.

Saeed, S.,& Zyngier, D. (2012). How motivation influences student engagement: A quality case study. *Journal of Education and Learning*,*1*(2),252-263.

Sammons, P, Lindorff, A. M.,& Ortega, L. (2016). Inspiring teaching: Learning from exemplary practitioners.*Journal of Professional Capital and Community*,*1*(2), 124-144.

Singh, A.K., Srivastava, S., & Singh, D. (2015). Student engagement as the predictor of direct and indirect learning outcomes in the management education context. *Metamorphosis*,*14*(2), 20-29.

Singh, A.,& Srivastava, S. (2014). Development and validation of student engagement scale in the Indian context.*Global Business Review*, *15*(3),1-11.

Singh, A., K. & Srivastava, S. (2013). Antecedents and consequence of student engagement in an Indian management education setting. *Metamorphosis*, *12*(1), 47-64.

Skinner, A. E., Belmont, J. M. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*,*85*(4),571-581.

Uden, M.V. J., Ritzen, H., Pieters, M.J. (2014). Engaging student: The role of teacher beliefs and interpersonal teacher behavior in fostering student engagement in vocational education. *Teaching and Teacher Education*, *37*,21-32.

van Rooij, E., Jansen, E., & van de Grift, W.(2017). Factors that contribute to secondary school students` self-efficacy in being a successful university student. *Research in Post-Compulsory Education,22*(4), 535-55.

Was, A.C., & Beziat, L. R.T. (2015). Exploring the relationship between goal orientation, knowledge monitoring and academic achievement.*Journal of Education and Human Development*,*4*(3), 67-77.

Willey, G. (2014). Impact of student's goal orientation in a flipped learning environment. *Proceedings of the 2014 AAEE conference*, Wellington, New Zealand.

Wood, R. (2017). *The influence of teacher –student relationships and feedback on students` engagement with learning*.Cambridge Scholars Publishing.

Zepke, N., Leach, L., &Butler, P. (2010).Student engagement: What is it and what influences it? *Teaching&Learning Initiative, 1-16*.

Zhang, K. (2008). How does goalorientation affect job involvement? A dynamics perspective. *International Conference on Management & Engineering(15th) Long Beach, USA,* 97-102.