International Journal of Research Publication and Reviews

Students' Engagement as a Predictor for School Goals Attainment in Public Secondary Schools in Rivers State

[1]Michael-Onyekonwu Uchechukwu Philomena, [2]Dr. C. Ukala

[1,2] Department of Educational Management, University of Port Harcourt, Rivers State, Nigeria.
uchphy@yahoo.com

ABSTRACT

This study investigated the extent to which students' engagement predict secondary school goals attainment in public secondary schools in Rivers State. Three research questions and corresponding hypotheses guided the study in line with the specific objectives of the study. Correlational research design was adopted. The population of the study comprised 7,425 teachers in 290 public senior secondary schools in the 23 local government areas of Rivers State. A sample size of three hundred and eighty (380) respondents representing 6% of the entire population was selected using Taro Yamane formula. The research instruments used were two researcher's self-structured questionnaire tagged "Student Engagement Questionnaires (SEQ) and Secondary School Goal Attainment Questionnaire (SSGAQ). The reliability coefficient of the instruments was determined using the Cronbach Alpha of Reliability test and the average value was 0.91. The research questions were answered using single linear regression while hypotheses were tested with ANOVA associated with multiple linear regression at 0.005 level of significance while 2.50 was used as the criterion mean. Based on the test conducted, it was found that students' behavioural, emotional, and cognitive engagements predict secondary school students' goal attainment in Rivers State to a very high extent. It is concluded that student engagement are significant predictors of goal attainment in public secondary schools in Rivers State. Hence, the study recommended among others that educational stakeholders in Rivers State should prioritise strategies that enhance students' behavioural engagement, like implementing interactive teaching methods, promoting student participation in extracurricular activities, and fostering a positive school climate; to improve their goal attainment in secondary school.

Keywords: Students' Engagement, Predictor, School Goals, Attainment, Public Secondary Schools, Rivers State.

Introduction

Goal attainment in secondary schools goes beyond academic excellence. It involves shaping individuals who can positively impact society and possess the intellectual abilities needed for higher education. Secondary school goal attainment is categorized into three areas: opportunity for higher education, knowledge acquisition, and teaching/learning outcomes. It is expected that students acquire sufficient knowledge and skills for admission or employment before leaving secondary school. Vocational skills can provide employment opportunities for students after secondary school, which is why skill-oriented subjects are taught.

The importance of achieving secondary education goals cannot be overstated, particularly in developing countries where many young people end their academic journey after secondary school to pursue other careers. Failure to achieve these goals can have significant consequences on a national and global scale. As noted by Amea in Idorenyin, et al., (2020) unemployment in Nigeria is partly due to a mismatch between skills acquired and world needs. To achieve secondary education objectives, adequate human and physical resources must be provided. This allows students to learn practically and manipulate real objects like what they will encounter after school.

Secondary education is the second level of the education system in Nigeria, which lasts for six years, and it comprises; junior secondary and senior secondary with three years duration each. It is geared towards preparing the child's body and mind for tertiary education and for self-reliance. Secondary education is the education children receive after primary education and before the tertiary stage (FRN, 2014). The Federal Republic of Nigeria (2014) section 2 No 21 and 22, grouped secondary schools into Junior Secondary Education and Senior Secondary Education. Junior Secondary Education is the education that a child receives immediately after primary education with the following specific objectives:

1. Provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement.

2. Develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities.

3. Inculcate values and raise morally upright individuals capable of independent thinking and who appreciate the dignity of labour; and

4. Inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, and colour, ethnic and socio-economic background (FRN 2014 p. 11).

The National policy also states that the specific objectives of senior secondary education are to;

1. Provide holders of junior secondary certificates with the opportunity for education at a higher level irrespective of gender, social status, religious or ethnic background,

2. Offer a diversified curriculum to cater to the difference in talents, disposition, opportunities and future roles,

3. Provide trained manpower in applied science, technology, and commerce at sub-professional grades,

4. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development,

5. Develop and promote Nigeria Language, art and culture in the context of the world's heritage,

6. Inspire students with a desire for self-improvement and achievement of excellence,

7. Foster patriotism, national unity, and security education with an emphasis on common ties in spite of our diversity, and

8. Raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others, and appreciate the dignity of labour (FRN, 2014 p.17-18).

 To attain these goals, a standard should be set for the teachers and students to encourage performance, the school can introduce some motivational measures to increase students' enthusiasm towards learning for the practical acquisition of skills, knowledge, and values to enable them to be useful citizens after school. The teachers' close interaction with the students academically and socially on a regular basis is a measure used to ensure effective supervision. To ensure efficiency, supervision needs to be well planned to involve both teachers and students. This is because the major reason for supervision is to ensure proper implementation of curriculum and safeguard quality standards in schools.

Students' engagement involves students' active involvement in classroom tasks and school activities. It also implies the rate at which parents show a keen interest in ensuring that their children attend school punctually to prevent being delinquent. In fact, parents who fail to assist their children in their school work would expect very poor academic achievement. When students have positive attitudes toward learning activities and have good relationships with their teachers, there will be a tremendous improvement in those students' performance as well as easy actualization of the set goals of secondary education. Student engagement is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or disengaged (Morrison in Olson & Peterson 2015). Student engagement is all about student's meaningful engagement throughout the learning environment. Taylor et al., cited in Torto (2020), defined Student Engagement as students' expression of opinions and behaviours which are because of the various methods and techniques teachers employ in the teaching and learning situation.

The importance of students' engagement in the learning processes cannot be over-emphasized, students' engagement has principally and traditionally focused on developing accomplishment and appropriate behaviours and a sense of belonging in the classroom. Students' engagement in the task is formed by the students' interaction with the teacher and other students in the classroom. Student engagement is made up of emotional, behavioural, and cognitive engagement. The first shows students' feelings about their instructor, classroom, and sense of belonging (Martin & Torres 2016). Fredricks, et al., in Torto (2020), identified three types of Student Engagement which are: Behavioural, Emotional and Cognitive Engagements.

High engagement during tasks in the classroom has been a significant predictor of motivation and overall performance in school (Shernoff & Hoogstra, cited in Alvandi, et al., (2015)   It also improves low levels of academic accomplishment, high levels of student boredom and disaffection (Steinberg, Brown & Dornbusch, cited in Alvandi, et al.,2015) Student engagement is progressively seen as an indicator of successful classroom and engagement in learning have consistently been linked to reduced dropout rates of students (Kushman, Sieber & Heariold-Kinney, cited in Alvandi, et al.,(2015) asserted that when students are engaged in learning activities, they attend as active participants rather passive ones.

Behavioural engagement considers the participation of students in the classroom as well as other extra-curricular activities going on in the school. This aspect of student engagement focuses more on both the pupil and the teacher's role in the classroom and outside the classroom but within the enactment of the school's curriculum; how students participate in lessons, how teachers carry out their duties in the classroom, what teachers expect from students to be doing at end of the teaching and learning process. Since learning is defined as a quest for knowledge, skills or behaviours, then students need to be actively involved in that quest. Students must be proactive in seeking knowledge by seeking as well as receiving information in an outside classroom. How the students seek and receive information is usually reflected in their behaviours in the classroom. The behaviours of students in the classroom may range from passive to active participation.

Emotional engagement considers the student's reactions to teachers, classmates, academic work and the school. When students are emotionally engaged, they participate fully in school/class activities. The school/class emotional engagement dwells on the school or class environment/climate. To Jennings and Greenberg in Torto (2020), when teachers are sensitive and responsive toward students' academic, social and emotional needs, they are more successful academically. However, if a pupil is emotionally troubled from the home, it has a negative bearing on the pupil's achievement at school. Simply put, emotional engagement is a student's involvement in and enthusiasm for school. When students are emotionally engaged, they want to participate in school, and they enjoy that participation more.

Greene and Miller in Torto (2020) defined cognitive engagement as one using a strategy to combine both meaningful processing and self–regulatory strategies such as planning and checking one's own work. Cognitive engagement considers the students' willingness to master concepts. It consists of the amount and type of strategies that learners employ that is, the meaningful processing of the material to be learned by the student. It includes more inward indicators, for example, such as self-regulation, the worth of education, objective orientation, and self-sufficiency. Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish the challenge. Here, the overt academic standing of the student is focused on. In a nutshell, behavioural engagement focuses on participation in academic, social, and co-curricular activities Emotional engagement focuses on the extent and nature of positive and negative reactions to teachers, classmates, academics, and school while cognitive engagement: focusing on students' level of investment in learning. However, all three engagements are necessary for the holistic development of the student.

Statement of the Problem

Secondary education serves as the link between primary and tertiary education. It provides an opportunity for a child to acquire additional knowledge, skills, and traits beyond the primary level. It is a stepping stone to higher education and provides an opportunity for primary school leavers to acquire more knowledge, develop skills, and prepare them to live effectively in a changing society. However, it appears there is a decline in secondary education standards, as evidenced in the poor performance of secondary school students in public secondary schools, Great numbers of products of secondary schools today with good grades in qualifying examination such as WASSCE (West African Senior School Certificate Examinations) and NECOSSCE (National Examinations Councils Senior School Certificate Examinations) cannot defend these grades when the need arises. This has devastating effects on the tertiary institutions in the country and the society in general. The public is increasingly alarmed by the high failure rates in the Secondary School Certificate Examination. This trend tends to be continuous and bothers the researcher and spurred her to investigate the extent students' engagement predicts secondary school goal attainment in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate the extent to which students' engagement predicts school goals attainment in public secondary schools in Rivers State, specifically the study sought to:

1. investigate the extent to which the students' behavioural engagement predicts school goals attainment in public secondary schools in Rivers State.

2. ascertain the extent to which students' emotional engagement predicts school goals attainment in public secondary schools Rivers State.

3. establish the extent to which students' cognitive engagement predicts school goals attainment in public secondary school Rivers State.

Research Questions

The following questions were developed to guide the study.

1. To what extent does students' behavioural engagement predict school goal attainment in public secondary schools in Rivers State?

2. To what extent does students' emotional engagement predict school goal attainment in public secondary schools in Rivers State?

3. To what extent does the students' cognitive engagement predict school goal attainment in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated to guide this study and will be tested at the level of 0.05 level of significance:

1. There is no significant prediction of students' behavioural engagement and school goal attainment in public secondary schools in Rivers State.

2. There is no significant prediction of students' emotional engagement and school goal attainment in public secondary schools in Rivers State.

3. There is no significant prediction of students' cognitive engagement and school goal attainment in public secondary schools in Rivers State.

Significance of the Study

The findings of the study if used will be of benefit to the educational curriculum planners, ministry of Education, school administrators, teachers, individual researchers, conference planners, government, and non-governmental agencies as well as the public.

This study will be of significance to curriculum planners to forestall all the lapses during developing curriculum content. It will help them make some modifications to some of the topics in the syllabus for improved teaching and learning in secondary schools in Rivers State.

The findings of this study will consequently guide the Education ministries in adopting a new policy of recruiting teachers i.e., to make sure they recruit qualified teachers who are highly effective and those with knowledge of content, teaching experience, professional certificates, and overall academic ability.

The findings will guide them in planning and presenting their lesson excellently and also those unqualified teachers to go and further their studies so as to meet the minimum required qualification for teaching.

Methodology

This study adopted a correlational research design. This was because the study investigated the extent to which multiple independent variable students' engagement predict a dependent variable secondary school goals attainment aiming public secondary schools in Rivers State. The population of the study comprised all the 7,425 teachers in the 290 public senior secondary schools in the 23 local government areas of Rivers State. The sample size for this study was three hundred and eighty (380) respondents representing 6% of the population size, which was generated using Taro Yamane formula. Stratified sampling technique was considered suitable because the researcher dealt with a large population. The three (3) Senatorial Districts-Rivers East, Rivers South-East and Rivers West, in Rivers State comprising 23 Local Government area were divided into clusters of 7, 7 and 9 Local Government Areas from where 120,120, and 140 teachers who were randomly selected from public secondary schools in the 23 LGA of Rivers state. The instruments for data collection were three researcher's self-structured questionnaire tagged "Student Engagement Questionnaires (SEQ) and Secondary School Goal Attainment Questionnaire (SSGAQ). The instruments which were divided into two sections: A, and B. Section A generate demographic variables of the respondents. Section B contained 80 questionnaire items structured in line with the objectives of this study. The instruments were structured on modified Likert scale of 4-point rating: Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) scale of responses. Considering the criterion mean score = $(4+3+2+1)/4 = 10/4 = 2.50$ when calculated mean score greater than the criterion mean score of 2.50, were consider as high extent and the calculated mean score less than the criterion mean score, were considered as low extent. The instruments for this study were face and content validated by the researcher's supervisors in the department of Educational Management and one two other experts of Measurement and Evaluation from the department of Educational Psychology, Guidance and Counselling, University of Port Harcourt, who went through the questionnaire and made corrections where necessary. The corrections and modifications were integrated into the final draft of the instrument. To ensure that the research instruments measure consistently what it is designed to measure, the instrument was trial tested using twenty (20) teachers who will not be part of the study. The data generated was analyzed to establish its internal consistency where Cronbach Alpha was used for reliability estimates which yielded a coefficient of 0.91. This means that the instrument was judged reliable. The following reliability coefficients in clusters were obtained Student Engagement Questionnaires (SEQ), 0.91, and Secondary School Goal Attainment Questionnaire (SSGAQ) 0.91. The instruments were administered to the respondents in their various schools by the researchers with the help of six research assistance. All the copies of the questionnaire were supposed to be retrieved but only eight (8) out of the total instrument were missing after administering the instrument to the respondents even after all the efforts to collect back all the instrument. Research questions were answered using single linear regression. Hypotheses were be tested with t-test associated with simple linear regression at 0.05 level of significance while 2.50 were used as the criterion mean.

Results and Discussion

Research Question One: To what extent does students' behavioural engagement predict school goal attainment in public secondary schools in Rivers State?

Table 1: Linear regression analysis on the extent to which students' behavioural engagement predicts school goal attainment in public secondary schools in Rivers State

Model Summaryb					
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**	**Durbin-Watson**
1	0.835a	0.698	0.697	3.543	0.910

a. Predictors: (Constant), Student's Behavioural Engagement

b. Dependent Variable: Goal Attainment

In table 1, the calculated r-value was 0.835 and the R squared value was 0.698. This r-value of 0.835 indicated that students' behavioural engagement very strongly predicts school goal attainment in secondary schools in Rivers State. The R square value of 0.698 further confirms that students' behavioural engagement contributes to about 69.7% of school goal attainment in public secondary schools in Rivers State. Consequently, students' behavioural engagement predicts school goal attainment in public secondary school Rivers State to a very high extent.

Research Question Two: To what extent does students' emotional engagement predict school goal attainment in secondary schools in Rivers State?

Table 2: Linear regression analysis on the extent to which students' emotional engagement predicts school goal attainment in secondary schools in Rivers State

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.803[a]	0.645	0.644	3.838	1.156

a. Predictors: (Constant), Students' Emotional Engagement

b. Dependent Variable: Goal Attainment

In table 2, the calculated r-value was 0.803 and the R squared value was 0.645. This r-value of 0.803 indicated that students' emotional engagement very strongly predicts school goal attainment in secondary schools in Rivers State. The R square value of 0.645 further confirms that students' emotional engagement contributes to about 64.4% of secondary school students' goal attainment in Rivers State. Consequently, students' emotional engagement predicts school students' goal attainment in secondary schools in Rivers State to a very high extent.

Research Question Three: To what extent does the students' cognitive engagement predict school goal attainment in secondary schools in Rivers State?

Table 3: Linear regression analysis on the extent to which students' cognitive engagement predicts school goal attainment in secondary schools in Rivers State

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.805[a]	0.648	0.647	3.821	1.017

a. Predictors: (Constant), Students' Cognitive Engagement

b. Dependent Variable: Goal Attainment

In table 3, the calculated r-value was 0.805 and the R squared value was 0.648. This r-value of 0.805 indicated that students' cognitive engagement very strongly predicts schools goal attainment in public secondary schools in Rivers State. The R square value of 0.648 further confirms that students' cognitive engagement contributes to about 64.7% of school goal attainment in public secondary schools in Rivers State. Consequently, students' cognitive engagement predicts school goal attainment in public secondary schools in Rivers State to a very high extent.

Test of Hypotheses

H$_{O1}$: There is no significant prediction of students' behavioural engagement and school goal attainment in public secondary schools in Rivers State.

Table 4a: Regression coefficients of the prediction of students' behavioural engagement and school goal attainment in public secondary schools in Rivers State

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.081	1.028		28.292	0.000
	Student's Behavioural Engagement	0.998	0.034	0.835	29.530	0.000

a. Dependent Variable: Goal Attainment

Table 4b: ANOVA analysis of the prediction of students' behavioural engagement and school goal attainment in public secondary schools in Rivers State

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10948.342	1	10948.342	872.011	0.000[b]
	Residual	4745.897	378	12.555		

Total	15694.239	379	

a. Dependent Variable: Goal Attainment

b. Predictors: (Constant), Student's Behavioural Engagement

In Table 4.a the calculated t-value of 29.530 was by far greater than the t critical value of ± 1.96 and $p < 0.05$, this indicated that an increase in student behavioural engagement would lead to increase in school goal attainment in public secondary schools in Rivers State. Furthermore, Table 4b shows that at 378 degree of freedom and at $p < 0.05$ levels of significance, the F-statistics stood at 872.011 hence we were constrained to reject the null hypothesis and therefore established that there was a significant prediction of students' behavioural engagement and school goal attainment in public secondary schools   Rivers State.

H_{O2}: There is no significant prediction of students' emotional engagement and school goal attainment in public secondary schools in Rivers State.

Table 5a: Regression coefficients of the prediction of students' emotional engagement and school goal attainment in public secondary schools in Rivers State

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.560	1.289		19.834	0.000
	Students' Emotional Engagement	1.369	.052	.803	26.221	0.000

a. Dependent Variable: Goal Attainment

Table 5b: ANOVA analysis of the prediction of students' emotional engagement and school goal attainment in public secondary schools in Rivers State

ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10126.773	1	10126.773	687.552	0.000[b]
	Residual	5567.466	378	14.729		
	Total	15694.239	379			

a. Dependent Variable: Goal Attainment

b. Predictors: (Constant), Students' Emotional Engagement

In Table 5a the calculated t-value of 19.834 was by far greater than the t critical value of ± 1.96 and $p < 0.05$, this indicated that an increase in student emotional engagement would lead to increase in schools goal attainment in public secondary schools in Rivers State. Furthermore, Table 5b shows that at 378 degree of freedom and at $p < 0.05$ levels of significance, the F-statistics stood at 687.552 hence we were constrained to reject the null hypothesis and therefore established that there was a significant prediction of students' behavioural engagement and school goal attainment in public secondary schools in Rivers State.

H_{O3}: There is no significant prediction of students' cognitive engagement and school goal attainment in public secondary schools in Rivers State.

Table 6a: Regression coefficients of the prediction of students' cognitive engagement and school goal attainment in public secondary schools in Rivers State

Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.936	1.229		21.924	0.000
	Students' Cognitive Engagement	.857	.032	.805	26.399	0.000

a. Dependent Variable: Goal Attainment

Table 6b: ANOVA analysis of the prediction of students' cognitive engagement and school goal attainment in public secondary schools in Rivers State

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	10175.299	1	10175.299	696.921	0.000[b]
1	Residual	5518.941	378	14.600		
	Total	15694.239	379			

a. Dependent Variable: Goal Attainment

b. Predictors: (Constant), Students' Cognitive Engagement

In Table 6a the calculated t-value of 26.399 was by far greater than the t critical value of ±1.96 and $p < 0.05$, this indicated that an increase in student cognitive engagement would lead to increase in schools goal attainment in public secondary schools in Rivers State. Furthermore, Table 6b shows that at 378 degree of freedom and at $p < 0.05$ levels of significance, the F-statistics stood at 696.921, hence, we were constrained to reject the null hypothesis and therefore established that there was a significant prediction of students' behavioural engagement and school goal attainment in public secondary schools in Rivers State.

Discussion of Findings

From the data gathered and analysis carried out, the findings of research question one showed that students' behavioural engagement predicts secondary school students' goal attainment in Rivers State to a very high extent. Furthermore, the result of hypothesis one showed that there is a significant prediction of students' behavioural engagement and secondary school goal attainment in Rivers State. The finding is consistent with the findings of Dhaqane and Afrah (2016), which revealed that there is a strong relationship between the satisfaction of students and academic performance in other words satisfaction promotes both academic and retention of the students.

The findings of research question two showed that students' emotional engagement predicts secondary school students' goal attainment in Rivers State to a very high extent. Furthermore, the result of hypothesis two showed that there is a significant prediction of students' emotional engagement and secondary school goal attainment in Rivers State. These findings are consistent with the findings of Wara, et al., (2018), which revealed that there was a statistically significant moderate positive correlation ($r=.354$, $N=312$, $p<.05$) between emotional engagement and academic achievement among the students, with an increase in emotional engagement occasioning an improvement in academic achievement.

The findings of research question three showed that students' cognitive engagement predicts secondary school students' goal attainment in Rivers State to a very high extent. Furthermore, the result of hypothesis three showed that there is a significant prediction of students' cognitive engagement and secondary school goal attainment in Rivers State. These findings are consistent with the findings of Viorel and Cordrugd (2015), which support the idea that the development of quality achievement goals is important in increasing positive engagement in school, which in turn promotes student adjustment to school.

Conclusion

This study investigated the extent to which students' engagement predict school goal attainment in public secondary schools in Rivers State. In conclusion, this study has shown that student engagement is significant predictors of goal attainment in public secondary schools in Rivers State. The results suggest that creating a positive and engaging learning environment for students and fostering strong commitment, communication skills, and innovative creativity among teachers can lead to better goal attainment in public secondary schools in Rivers State. Therefore, policymakers and educators need to consider these factors when designing and implementing educational programs in Rivers State. With the right strategies in place, it is possible to improve the quality of education especially the (secondary schools graduates) in public secondary schools in Rivers State so as to help them achieve their academic goals.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. Educational stakeholders in Rivers State should prioritize strategies that enhance students' behavioural engagement, like implementing interactive teaching methods, promoting student participation in extracurricular activities, and fostering a positive school climate; to improve their goal attainment in secondary school.

2. The Rivers State government should prioritize the implementation of strategies and programmes that promote emotional engagement among students in secondary schools, like providing counselling services, creating a supportive and inclusive school environment, and incorporating social-emotional learning into the curriculum.

3. Educational stakeholders in Rivers State should prioritize strategies that enhance students' cognitive engagement to improve their secondary school goal attainment, like implementing active learning techniques, providing a relevant and engaging curriculum, and fostering a supportive learning environment.

4. Educational institutions in Rivers State should prioritize strategies that enhance students' engagement in their learning process. This can be achieved through implementing student-centred teaching methods, providing opportunities for active participation, and fostering a positive and supportive learning environment.

References

Abubakar A.M , Abubakar Y, & Itse J.D   (2017) *Students' engagement in relationship to academic performance: Journal of Education and Social Sciences*,. 8(1), (October) ISSN 2289-1552

Akomolafe, C. O. & Adesua, V. O.(2015).*The classroom environment:* A Major Motivating Factor towards High Academic Performance of Senior Secondary School *Students in South West Nigeria*. *Journal of Education and Practice*. 6(34), 2015 pp 17-21.

Alvandi M., Mehrdad A.G & Karimi L.(2015*) The relationship between Iranian EFI teachers' critical thinking skills, their eq and their students' engagement in the task*: ISSN 1799-2591 Theory and Practice in Language Studies, 5(3), pp. 555-565, March 2015 DOI: http://dx.doi.org/10.17507/tpls.0503.15

Bernstein L,. (2022) *what is student engagement and why does it matter?*https://xello.world/en/blog/student-engagement/what-is-student-engagement/

Christenson, S. L, Amy, L. R and Chaty, W. (2012). Handbook of research on students engagement. USA:Springer Science. *Journal Polingua Scientific Journal of Linguistics   Literature and Education* 5(2):48-51 DOI:10.30630/polingua.v5i2.34

Delia O. H.,(2017) *The intrinsic motivation* of Richard Ryan and Edward Deci https://www.apa.org/members/content/intrinsic-motivation

Ekperi ,P. Onwuka U, Nyejirime W.Y.,(2019). Teachers' Attitude as a Correlate of Students Academic Performance. *International Journal of Research and Innovation in Social Science*   (IJRISS) III(I), |ISSN 2454-6186

Federal Republic of Nigeria. (2014). *National Policy on Education*. (4th Eds). NERDC

Gunuc, S., & Kuzu, A. (2015*).* Student engagement scale: development, reliability, and validity. *Assessment & Evaluation in Higher Education*, 40, 587-610.   10.1080/02602938.014.938019

Hattie J, Anderman E. M., (2013*) International Guide to Students Achievement*, Milton Park UK

Idorenyin . E, Kajang C , Ngieagba M. & Omorobi G. O. (2020). Principals' quality control measures and secondary school goal attainment in Obudu Local Government Area, Cross River State-*Nigeria International Journal of English Literature and Social Sciences,* https://dx.doi.org/10.22161/ijels.56.55 2202

Ikahihifo, Tarah B.,(2019). Self-Determination Theory and Student Emotional Engagement in Higher Education. Theses and Dissertations. https://scholarsarchive.byu.edu/etd/7373   pp.312

Kraft M. A., Dougherty S., M (2013). The effect of teacher–family communication on student engagement: evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness,* 6(3), 199-222, DOI: 10.1080/19345747.2012.743636

Kpee G, G.,Kaegon L.E.S., Ngolube V. C.,(2023). *Managing innovative skills for the attainment of sustainable development goal1 among private secondary schools in rivers state, nigeria. NAEP Journal of Studies in Educational Administration and Management*.1, pp.161 – 162

Kings S.,(2018). Secondary Education I Nigeria :Afribay.https://afribary. Com /works/secondary- education –in- Nigeria-4948

Kiptum, C.. K., (2016*), Correlation between Teachers Related Factors and Students Academic Achievement: Public Secondary Schools in Baringo ,Keny*a. Thesis submitted to the   department of educational   management and policy studies, school of education in partial   fulfilment of the requirements for the award of doctor of philosophy degree in   education management.

Kosko, K. W. (2015). Geometry students' self-determination and their engagement in mathematical whole class discussion. *Investigations in Mathematics Learning, pp 19.Park, S.*

Kpolovie, P. J. Joe, A. I. & Okoto T.(2014). *Academic achievement prediction: role of interesting learning and attitude towards school. International Journal of Humanities Social Sciences and Education* (IJHSSE) 1(11), pp 73-100 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online) www.arcjournals.org

Kalai, I. E.,   Kirmi B., Lhassan I.A., (2020*). Investigating the effect of teacher commitment on student academic.* The case of Moroccan high schools in Tangier. *International Journal of Research in Business and Social Science*

Martin, J., & Torres, A. (2016). User's guide and toolkit for the surveys of student engagement: The High School Survey of Student Engagement (HSSSE) and the Middle Grades Survey of Student Engagement (MGSSE). https://www.nais.org/ articles/documents/member/2016%20hsssereport-full-final.pdf

Olson, A. L., & Peterson, R. L. (2015). *Student engagement, strategy brief. lincoln,ne: student engagement project,* University of Nebraska-Lincoln and the Nebraska Department of Education. http://k12engagement.unl.edu/student-engagement.

Orji N.S. (2013*) Relationships between students' task engagement and learning outcomes in   Chemistr*y: Journal of Educational Research and Reviews Vol. 1(1), pp. 1-8,

Sesmiyanti S.,(2018*) Student's cognitive engagement in learning process pendidikan bahasa inggris,* STKIP PGRI Sumatera Barat. 2500. Indonesia E-ISSN : 2252 – 4792Volume 5 –No.2

Torto G.A., (2020), *Investigating the type of student engagement that exists in english classrooms of public   department of basic education university of cape coast,cape coast ghana basic schools in Ghana*:Open Journal on Social Sciencw Vol. 8 No 9 2020

Trowler V,(2010) *Student engagement literature review :*The Higher Education Academy.

Viorel M. Cordrugd M. (2015)*Achievement goals and behavioral and Emotional Engagement asprecursors of Academic adjusting international conference "Education, Reflection, Development",* ERD 2015, 3-4 July 2015,Cluj-Napoca, Romania Procedia - Social and Behavioral Sciences 209 329 – 336

Wang, M.-T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional   perspective. *Learning and Instruction, 28,* 12–23. https://doi.org/10.1016/j.learninstruc.2013.04.002

Wara E., Aloka P.J., Odongo B.C (2018) *Relationship between emotional engagement and academic achievement among Kenyan secondary school students* Doi: 10.2478/ajis-2018- 001