School Contextual Factors, Talent Management, Teacher Competency and Student Engagement in Private Secondary Schools in Naddangira zone, Busiro North Wakiso district.

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PLAN A

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Declaration

I Balyejjusa Hafisa do declare that the work presented in this research is my original work and has never been presented to any other University or Institution of Higher learning for the award of any academic qualification.

Signature……………………………………………………….

Balyejjusa hafisa

Date…………………………………………………

Approval

This is to certify that this dissertation has been submitted in partial fulfillment for the requirement for the award of a Masters Degree in Business Administration, Makerere University, Kampala with approval of the university supervisors.

Prof. JC Munene

Signature……………………………………………

Date…………………………………………………

Dr. James Kagaari

Signature…………………………………………..

Date………………………………………………….

Dedication

This dissertation is dedicated to my parents, Nalongo Madina and Salongo Khamis for having brought me onto this planet, grandfather Hajj Salim Musanyusa, my lovely husband, Mr. Kasujja Rashid and my lovely children, Abdulrahim, Mariam and Abdulrahman, the family of Mr. and Mrs. Nkwasimbwe for having fathered this project and my boss Mr. Kasumba B. Obura, deputy Principal Bilal Islamic Institute, for his support, advice and tolerance, may Allah reward you all abundantly.

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Abstract

The purpose of this research study was to establish the relationship between school contextual factors, teacher competency, talent management and student engagement in private secondary schools in Naddangira zone, Wakiso district. The study was prompted by a series of strikes, continued malpractices that had led to the withdrawal of examination centers and expulsion cases that had prevailed among the zonal schools for a period of four years. Due to this concern, the variables that were believed to influence student engagement from the literature review were identified as; school contextual factors, teacher competency and talent management.

The research methodology was correlation cross sectional survey design that was used to study student engagement and quantitative method of data analysis was used to measure student engagement. The study was carried out in purposively selected private secondary schools that had lasted for at least five years and with more than 500 students. In this study, questionnaires were administered to 200 teachers and 200 student leaders to assess student engagement. Teacher ratings of student engagement revealed that when teachers are competent, students are engaged. However, when students rated themselves, they revealed that they were always disengaged despite their teachers being competent and school contextual factors had nothing to do with their levels of engagement in school.

Upon these results, the researcher concluded that student engagement is predetermined by the prevailing conditions in school and at home. Therefore all schools should endeavor to provide favourable learning environment. Parents on the other hand are very influential in determining student engagement in secondary

schools hence should always be supportive to the students in terms of checking on their conduct at school regularly and making a follow-up on their performance.

The capability of teachers greatly affects the level of student involvement in school activities since teachers are models that students imitate. The more teachers guide students on what they ought to do and not to do, the more likelihood of students to conform to the desired practices. Therefore, teachers should always be conscious of their conduct since students usually follow the footsteps of their teachers for instance, a teacher who presents untidy work to his or her class, his class will have a very high likelihood of presenting untidy work both in exams and in their books.

All schools need to embrace talent management by providing favourable school policies that will promote talent attraction, talent development and talent retention.

Basing on the research findings, the following recommendations were drawn:

1. Research should be done to find out other factors that undermine student engagement.
2. Competency of teachers needs to be enhanced through talent development.
3. Favourable school contextual factors need to be upheld in schools for teacher competency and student engagement.

Areas for further research identified by the researcher included;

1) Further research should be conducted on ways of promoting talent management in secondary schools since talent management is not fully practiced in schools.
2) Further research should also be done to establish the relationship between student ages on their levels of engagement.
3) The research instrument used in this needs to be improved to increase its reliability.

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CHAPTER ONE

1.0. Introduction

A school is a central area to the daily life of many youths and teachers since they view schooling as essential to their long-term wellbeing (Willms 2007). Many new teachers walk into schools with energy, high hopes, but face unexpected problems that cause them to give up on teaching (Connell & Broom, 2004).This is due to the prevailing conditions within the school known as school contextual factors such as the economic status of parents, parents Involvement in school activities, school geographical location, and student characteristics.

Teachers, however, deal with such challenges using their abilities that are gained either during teacher training or enhanced through coaching, mentoring and employee development (Nakasule 2005). Such abilities are embedded into teacher competences. Munene (2004), stipulates that teacher competence is manifested by the teacher's ability to demonstrate the key Result areas (KRAs) such as preparing lessons, set and mark examinations, ability to teach effectively, offer Counseling and guidance to students and engage students in co-curricular activities. All these key Result areas have an influence on the way students behave and participate in school activities.

In view of talent management, education policymakers, school leaders and program developers agree that it is critically important to increase retention rates especially among beginning teachers to avoid a range of costs in terms of hiring and training new teachers on schools (Frank, Finnegan, & Taylor, 2004). This is because high rates of teacher turnover diminish the collective teacher knowledge and skills in a school overburden experienced teachers and require schools to devote reasonable resources to continuously support new teachers in the school system (Harney, 2007).

The problems associated with teacher turnover reduce the efficiency of supplying quality teachers for instructional purposes in schools and, in turn, jeopardize student achievement (Lewis, 2007). The schools will then need to work on their contextual factors such as school policies that attract teacher hiring while promoting teacher retention in a given school.

Student engagement takes form of students being emotionally, behaviorally, and cognitively involved in their academic work (Connell & Broom, 2004). Student engagement is frequently used to depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class (Chapman 2004).Students who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone (Fletcher, 2006). Student engagement and disaffection are "meta constructs" (Guthrie & Wigfield, 2003) that incorporate the psychological, social, and emotional domains of student behavioral outcomes affected by the classroom context. As noted by Decker et al. (2007), the terms disaffected, disengaged, and alienated may be used to describe the child who is not engaged. Disaffected or disengaged students are passive, give up easily in the face of challenges, they are bored, depressed, anxious or evenly angry about their presence in classroom, can be withdrawn from learning opportunities or even become rebellious towards teachers and classmates (Fletcher, 2006). Indicators of the absence of student engagement include unexcused absences from classes, cheating on tests, and damaging school property (Fletcher 2006).

According to Bogere and Kimbowa (2012), students of Kawempe Muslim secondary school staged a strike following a disciplinary action by the Chairman Disciplinary Committee that led to the expulsion of 20 students on account of escapism and 10 students demoted to lower classes for being involved in examination malpractices.

The students having been unhappy with the decision taken by the committee, turned out being violet and burnt two dormitories in one week, stoned the administration and the school bus. In addition, most students lost their property in the fires while others escaped with broken limbs. In retaliation, teachers and administrators misconceived students' response (behavior) and sent all students home and the school closed for two weeks as administrators were coming up with disciplinary actions for the 42 students that were suspected to have ignited the strike.

The management of schools therefore needs to identify a linkage between factors prevailing in schools that may undermine student engagement.

1.1. Statement of the Problem

Most secondary schools experience student disengagement which is manifested through students being passive, getting involved in examination malpractices, staging strikes, being bored, depressed, anxious, and angry about their presence in classroom and giving up easily in the face of challenges. This could be attributed to failure of schools to take care of school contextual factors; hire teachers with the relevant competency and train (develop) teacher competencies through talent management.

1.2. **Purpose of the Study**

The study seeks to establish the relationship between school contextual factors, teacher competency, talent management and student engagement.

1.3 Conceptual Framework

School Contextual Factors

- Learning environment
- School geographical location
- Family Influences
- School Community
- School policies

Teacher Competency

- Guidance and counseling
- Teaching
- Student assessments
- Effective communication

Talent Management

- Hiring
- Developing
- Retention

Student engagement

- Commitment
- Involvement
- Identification
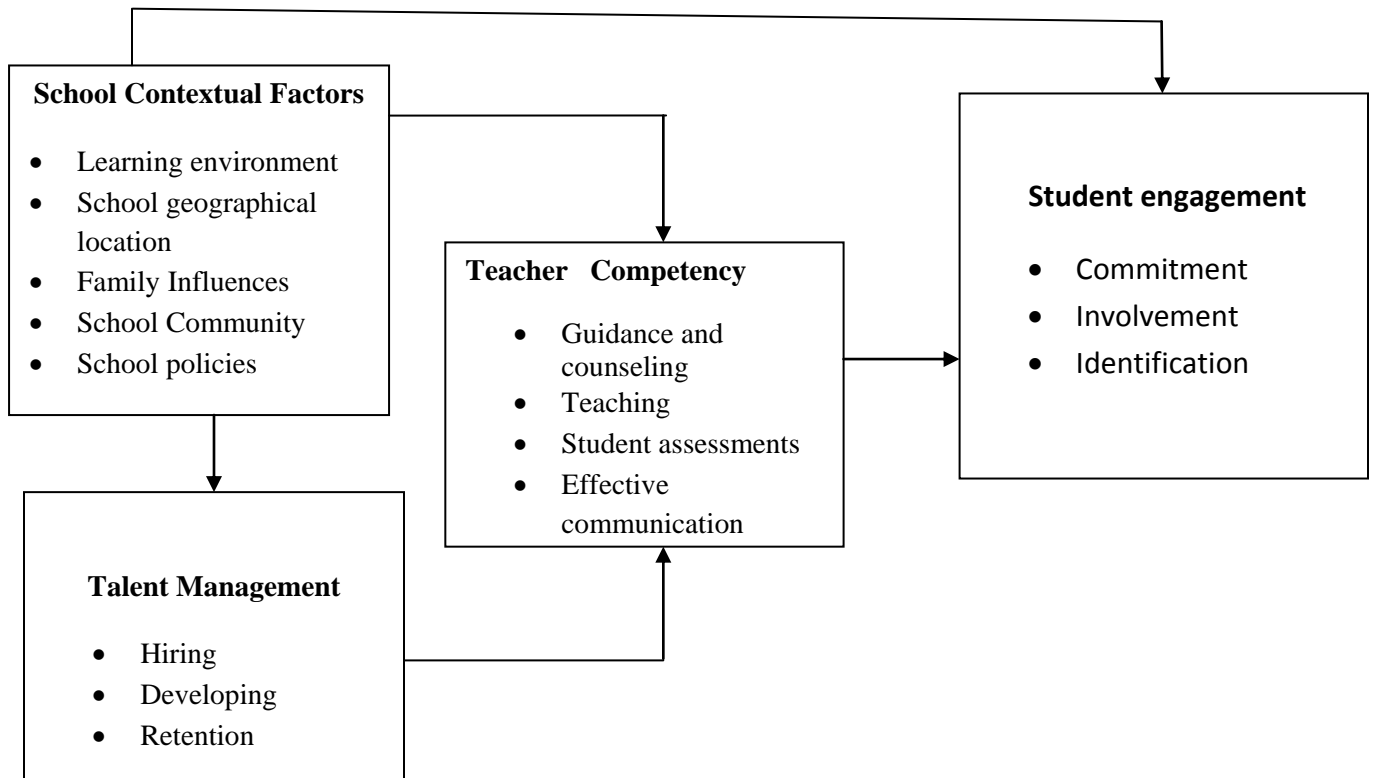
Figure 1: Source: Literature Review

From the conceptual framework, School Contextual Factors lead to teacher competency, teacher competency leads to student engagement. School contextual factors lead to Talent management Talent management leads to teacher competency teacher competency leads to student engagement. Teacher competency leads to student engagement. School Contextual Factors lead to student engagement.

1.4. Research Objectives

1. To examine the relationship between school contextual factors and student engagement.

2. To find out the relationship between teacher competency and student engagement.

3. To establish the relationship between school contextual factors and teacher competency.

4**.** To establish the relationship between school contextual factors and talent management.

5. To find out the relationship between talent management and teacher competency.

1.5. Research questions

The following research questions will be addressed by the study:

1.   What is the relationship between school contextual factors and student engagement?

2. What is the relationship between teacher competency and student engagement?

3. What is the relationship between school contextual factors and teacher competency?

4. What is the relationship between school contextual factors and talent management?

5. What is the relationship between school contextual factors and talent management?

1.6. Scope of the study

1.6.1. Subject scope: The study shall focus on school contextual factors, talent management, teacher competency and student engagement.

1.6.2. Geographical scope:

The study shall focus on private secondary schools in Naddangira Zone, Busiro North Wakiso district. This is because despite several studies done on student engagement by other researchers, no single researcher has particularly studied Naddangira zone despite the zone having some schools that have been in existence for more than 40 years but with no remarkable student academic excellence at national levels.

In addition the schools in Naddangira zone are facing a problem of indiscipline students to an extent that at least 23 out of the 30 schools in this zone have students sitting their national examinations either under a police officer or parent accompaniment while others expel at least 2 students a term on indiscipline cases as revealed by the disciplinary records in the between 2008 and 2011 at Bilal Islamic Institute, St. Mbaaga's College, St. Augustine's College, Wakiso Moslem Secondary School. St. Charles Lwanga International among other schools.

1.6.3. Time scope:

The study will capture the student engagement/ disengagement in the identified schools between year 2008 and 2012.

1.7. Significance of the study

A major concern in schools is to increase student engagement through developing a friendly relationship between the teacher, parents, administration, and the student (Willms 2002). This study will have the following significances among others;

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1. The study will enable educational policy makers to learn the impact of student disengagement on schools and students academic achievements.

2. The findings will also help students in secondary schools to appreciate the need for their positive participation in routine school activities.

3. The findings from this research will enable school administrators and parents to understand various school contextual factors that undermine teacher competency.

1.8   History of education in Uganda

Education is a process by which ones generation purposely transmits culture to the young, to the adults and to the old for their social, cultural and economic benefit and for the benefit of the whole society (Ssekamwa, 1997). It consists of culture of everything in society which is worthy learning for the benefit of an individual and for the whole society in which individuals live. Such things are desirable social behaviors or manners, the technical skills, customs, beliefs, values, laws institutions and knowledge on a variety of things.

Secondary education has witnessed a growth of over 2000 private secondary schools compared to government aided schools in the last 10 years (Namisango, 2006). At first, the Anglican and the Catholic Church both established secondary schools to impart religious values in their church followers and also a means of western education (Ssekamwa, 1997). Segregation later cropped up in Uganda where followers of specific religious sects obtained education from their own original and religiously based schools for example the Protestants obtained education from Protestantism schools and so forth the Catholics.

With the liberalization policy, the post independence period saw a greater increase in private schools especially at secondary level, to supplement the educational services provided by government schools and to meet the demand for education in Uganda (Ssekamwa, 2001). From 1997 to 2002, the demand for post primary education rose to 50%. This was partly due to government introduction of universal primary education. This prompted the sector to cope up with large numbers of primary school leavers, had to balance between population growth and availability of schools, hence private entrepreneurs had to invest in secondary education.

1.9 The back ground of private secondary schools in Uganda.

The post independence period saw a greater increase in private schools especially at secondary school level, to supplement the educational services provided by government aided schools and to meet the demand for education in Uganda. The term private schools were applied in Uganda to schools which were not run by the missionaries and by the government. These schools were getting no assistance from the colonial government in terms of money, professional supervision and advice until 1963 (Ssekamwa, 2001).

Some Ugandans began to establish private schools on grounds that the protestant and Roman Catholic missionaries did not give chance to Ugandan teachers to participate in the direction of the education system (Ssekamwa, 2001). Ugandans who had progressive ideas as to how education should be managed were brushed aside and not given the opportunity to suggest their good ideas.

Besides, the early pioneers of private schools wanted to provide further educational facilities for the children of Uganda (Ssekamwa, 2001). Schools

established and built with the financial assistance from the colonial governments were not enough to accommodate the demand for education. Many Ugandan children couldn't get access to these schools, and therefore private schools bridged up the gap.

The pioneers of private schools hated being marginalized by the European missionaries. They were men with ideas and determination to pursue what they had decided to do (Ssekamwa, 2001). Unfortunately, European missionaries never accepted that Africans had the ability to start anything on their own and manage it efficiently and effectively. The pioneers of private secondary schools like, St. Bernard's Kiswela and Aggrey Memorial secondary schools did not want to be subordinates and defendants on the white colonial education system, hence some of them resigned in favor of establishing their own schools. Today, there are more private schools especially at secondary school level than government aided schools. In Kampala, Wakiso and Mukono districts, there are over 245 private registered secondary schools under Wakiso Secondary Schools Head teachers Association (WAKISHA), a private teachers association.

1.10 Human resource system in private secondary schools in Uganda

With exception of a few established private secondary schools in Uganda like Kitende senior secondary school, most private schools hire teachers on a psychological contract, with no contract letters of appointment (Namisango, 2006). In light of the above statement, teachers are dismissed at any time of school convenience, with no terminal benefits attached.

Private secondary schools are paid at piece rate basis depending on the number of lessons taught per day or week which is summed up as end of month salary. This

has accounted for the limited engagement of teachers to the daily activities of the school, as teachers continue to search for greener pastures through part timing in multiple schools in order to earn an extra living.

With exception of fully established private secondary schools, most upcoming private secondary schools do not give accommodation and welfare to their teachers. This explains the reason why many teachers work on part time and are not devoted to their duty (Namisango, 2006).

Concerning the remuneration policy, most private schools do not have a uniform pay structure that cut across all teachers (Namisango, 2006). Each school has its own pay structure and teachers' salaries are determined by the level of responsibilities held by teachers in the school, for example the director of studies and full time teachers are paid a higher salary compared to teachers with no individual responsibility in the school. Following the different pay structures, most teachers exhibit low levels of professional commitment and attachment to schools and students. This has accelerated low student achievement academically, behavioral and psychologically.

Labour laws are hardly implemented in most private secondary schools for example, policies regarding maternity leave and paternity leave are not honored such that any leave taken during normal teaching term in most cases results into termination of the teacher's services in question which violets the national policy of maternity leave as stipulated in the employment act (Namisango, 2006).

Teachers 'promotions are rarely based on teacher performance. Unlike in government aided schools where promotions are based on seniority and academic credentials, teachers promotions in private secondary schools are based on the

relationship that exist between the teachers and the director of the school (Namisango, 2006). This explains the reason why many teachers with low competence in the discipline hold higher positions in the school, which has affected the administrative functioning of such schools.

1.11 Problems encountered by private schools in Uganda

Low motivation and poor staff welfare since most private schools do not remunerate teachers' salaries worth their contribution to the school for example, science teachers are over loaded with lessons, yet, the remuneration given to them is poor (Namisango, 2006).

Fire out breaks has also affected many private secondary schools in Uganda. This is due to congestion brought about by the inability by most schools to put in place better dormitory structures that can accommodate all students with enough spacing as recommended by the ministry of education and sports. Worse still, most private secondary schools are financially incapacitated to purchase fire extinguishers that help reduce on the catchment of fire dormitories and other school structures.

Most private secondary schools have no established libraries and laboratories and other facilities that help in the learning and teaching of science subjects (Namisango, 2006). A few secondary schools with laboratories have a challenge of inadequate equipment, laboratory chemicals, apparatus and absence of trained laboratory attendants. According to the Ordinary level results that were released in 2009 by the Uganda National examination board, science subjects were noted to have continued to register high failure rates with over 50% of the candidates being unable to pass with the minimum grade 8 (Nakabugo, 2010). This is one of the reasons as to why many

private schools perform poorly in science subjects compared to government aided secondary schools. Besides, most private schools admit students with poor grades so as to generate funds to run the daily school programs. This is worsened by the inability of some of the private schools to participate in the selection of students for senior one and senior five admissions (Namisango, 2006). As a result, many private schools register failures in the end of year national examinations, hence leading to poor performance.

1.12. The contribution of private secondary schools to the development of Uganda

Despite the numerous problems encountered by private secondary schools, they still play a contributory role in the education system of the country. Currently, private secondary schools are important and recognized as key players in providing education to all Ugandans and even to international students.

Private secondary schools have enhanced student levels of engagement since they are more clients -centered than government or government −aided schools. Most of the students dismissed from government aided secondary schools on grounds of indiscipline and poor performance get absorbed in private secondary schools that counsel and guide such students and ultimately complete their academic aspirations.

Private secondary schools have eased access to educational services in all parts of Uganda. During the colonial era, only government aided schools were in existence in few parts of the country (Ssekamwa, 2001). The implication was that students would move long distances to access education from the few available and poorly equipped schools. Therefore, in the post-independence period, the government liberalized the

education sector, and this has seen the emergence of many private secondary schools on board to provide and meet the increasing educational demands in Uganda.

Currently, private secondary schools are important and recognized key players in providing education to all Uganda and even international students. In this regard, government has giving aid to some of the private secondary schools. According to the report on the development of education published by the ministry of education and sports in 2001, over 180 private secondary schools were granted aid in the next two years (2002 – 2003). Private secondary schools provide employment to teachers who cannot be absorbed into government aided schools. By the year 2010, there were over 7,221 science teachers employed in private secondary schools (Nakabugo, 2010).

Private secondary schools have contributed to high literacy levels in Uganda. They have absorbed a greater number of students who could not be absorbed in government aided schools. In the new vision of July 30th, 2012, it is reported that over 54.4 % of the total Uganda's population are elites, which development is partly attributed to the liberalization of secondary education.

Private secondary schools have created stiff competition with government aided schools. Secondary education is now more competitive and private secondary schools have out competed government aided schools. For example according to the Uganda National Examination Advanced level result statistics (2012), St. Mary's, Kitende secondary school had a higher performance index of 18.3 %,compared to government aided schools like Old Kampala secondary school with 4.8 %, Namilyango college with 17.3 % among others. This shows that private secondary schools have out

competed government aided schools at particular levels, hence creating stiff competition.

Private secondary schools charge affordable school fees pocket friendly to low income earners in Uganda. Such schools charge fees affordable to peasants, yet provide better services. Students and parents have the opportunity to choose schools of their choice, depending on their level of income. Many schools charge and have different pay structures; therefore, all categories of parents' interests are catered for expectedly (Bwire, 2010). The ministry of education and sports has put in place a commission responsible for regulating and enacting policies which private schools should follow. Therefore, services provided by private schools are quit in line with the ministry of education and sports guidelines.

CHAPTER TWO

Literature Review

2.0. Introduction

This section discusses the sources of literature about school contextual factors, teacher competency, and talent management and student engagement in order to broaden the understanding of the research problem. This chapter in addition explains the relationship between the variables in the conceptual frame work.

2.1. School Contextual Factors

According to a 2006 teacher survey conducted by the American Psychological Association, school contextual factors are defined as characteristics of the learning environment that influence the effectiveness of instruction. These factors can be divided into; geographical location the school, the school community or family influences (Crossman, & Harris, 2006), family context which implies the educational socialization practices (i.e., academic and motivational support for learning from parents) (Rumberger, 2005) and student characteristics.

According to Cramer, (1990), school's geographical location can be urban, suburban or rural. The setting and location of a school impacts the culture and values of its students hence their behaviors (Cramer, 1990). For instance, students in a rural school always trek great distances to school thereby making them to be at risk students to drop out and hence limit their participation in school activities such as Music Dance and drama since they cannot stay for long hours after school as they are even expected to help their parents with farm work.

On the other hand, Schools in Urban areas mostly consist of students from economically well to do families that can afford their children to stay in the boarding section and provide them with all the required facilitation for the students to participate in all school activities for example, scholastic materials, and all costumes needed in the extracurricular activities.

Parental involvement, involves a process of actualizing the potential of parents, helping parents discover their strengths, potentials and talents while using them for the benefits of students and schools (Finn & Voelkl, l993). Parental involvement is a catch-all term for many different activities including 'at home' good parenting, helping students with homework, talking to teachers, attending school functions, and taking part in school governance (White,1982). According to Finn et al.,(l993), parents, the broader family, peer groups, neighborhood influences, schools and other bodies like Churches and clubs are all influential in shaping student's progress towards his or herself fulfillment and citizenship. The parents, with unique abilities, character and responsiveness play a central role in forming and reforming the student's behavior, aspirations and achievements (White, 1982).

On the other hand, the community gets involved in the administration, management and organization of schools in their communities (Fletcher, 2005). The community includes religious leaders, parents and sometimes retired teachers with some talents and expertise that the retired teachers can share with the teachers, especially the new and inexperienced teachers as well as other capabilities that the community can pass on to both learners and teachers. According to Goodenow, and Grady (2003), the community involvement in the school affairs should be initiated by

the head of the school who invites the community to discuss the issues at hand in the school and plan together with the school authorities so that the areas where the community can make specific inputs could be identified and the responsibilities assigned to the community.

Therefore, research carried out on parents' involvement in schools indicate that that most parents do not understand the concept of involvement and the extent of the parents' involvement in the administration, management and organization of schools in their communities. It is therefore necessary for parents and communities to be orientated so that they would be able to know and understand the need for them to be involved in the activities of the schools in their communities.

2.2. Talent Management

According to Lepak, and Snell, (2002), good companies emphasize intangible assets such as brand names, innovation, creativity and entrepreneurship but great companies put the right people in the right positions so as to out run their competitors. Cappelli, (2008b), puts that organizations need creative, flexible and accountable staff but once identified, such people need to be recognized, attracted and maintained within the organization under what Cappelli termed as talent management. Talent means a natural ability to be good at something, especially without being taught (Cappelli, 2008b). Talented people are defined by their skills, ability, energy and the unique perspectives they bring to the organization. Therefore, talent management is related to the process of developing and fostering new workers through interviewing, hiring, orienting and integrating new hires into the organization's culture while developing and keeping current workers to work for the organization.

In a school context, best performing schools usually identify talented teachers' right from the training institutions such as teacher training colleges and universities especially for disciplines where students experience difficulties.

Dimensions of talent management

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│          Attracting         │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          Assessing          │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Developing and Training   │
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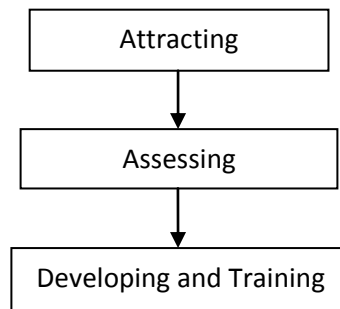
Figure 2: **Source:** Morton, (2005).

Basing on the above dimensions of talent management, Fegley, (2006), articulates that "competition and lack of available highly talented and skilled employees make the finding of talented people a major priority for organizations like schools if they are to maintain their market share". Thus, the necessity of attracting talented teachers in various areas have made schools realize the contributions made by the talented teachers in terms of knowledge creation among students, building relationships with the community and parents thus upholding the reputations of the schools (Bryan, 2007).

Whelan et al, (2010), further puts it that; talent management is related to the significant amount of organizational resources which managers need to organize so as to achieve organizational success and competitive advantage over an organizational rivals.

Assessing talent should be done across the board from the top levels of school managerial positions to all teachers in order for the organization to identify talents among teachers and exploit them to increase school performance (Farndale et al., 2010).

Schools like other organizations must develop their most valued teachers since parents attach their children's success to particular teachers upon which if the school fails to retain such teachers, customer royalty is likely to be lost. Therefore, Morton,(2005), points it out that for schools to obtain a competitive advantage over their competitors, the demand for human capital will drive talent management basing on the strategies of talent management of; attracting, selecting, engaging and developing competent teachers.

Brown, and Hesketh, (2004), addresses the process of recruiting talents in talent management frame works as Aligning People with Roles (APR) whereby the agreed roles are assigned to the right people and Aligning Roles with People (ARP) where people are considered to be fixed and other factors are adjusted in the context of the school. Therefore, Brown, and Hesketh, (2004), concludes that selection, recruitment and enhancement of the of people can be mainly implemented by finding the right people for the right positions and then enhancing such people to enable them to do the task better.

According to Fulmer and Conger, (2004), school management Board must champion the finding and retaining top talented teachers. This can be achieved by the school management board being in position to strike a balance between the school needs and the individual teacher needs (Reeves, & Bylund, (2005). This will facilitate

the retention trend of talented teachers in schools. In this case, retention strategies must be put in place to address all factors and fields such as payment, job design, performance assessment, and conflict management among the school staff that can cause dissatisfaction and non- commitment among the school staff. However, besides these fields and factors, Frank, et al., (2004) mentions that most employees leave their organizations mainly because of differences in organizational culture and communication gaps between the workers and the top management team, (Brandt & kull, 2007).

Frank et al., (2004, p. 13) defines retention as ". . . the effort by an employer to keep desirable workers in order to meet business objectives". The directive for companies in this time of "war for talent" is to reduce turnover in favor of the retention of talented employees.

Finally, Hytter, (2007) demonstrated that workplace factors such as rewards, leadership style, career opportunities, training and development of skills, physical working conditions, and work-life balance, have an indirect influence on teacher competency. The fact that effective training, and opportunities to learn and develop, enhances employee retention is also confirmed by other researchers such as Arnold, (2005), Herman, (2005) and Hiltrop, (1999).

2.3. Teacher competency

Teacher competency involves having the ability to establish "the right way of conveying units of knowledge, application and skills to students" (Ryan et al., 2010). The right way includes knowledge of content, processes, methods and means of conveying content. This is achieved through proper planning, providing effective

instruction and evaluation using appropriate methods and techniques. A teacher therefore has to perform activities inside and outside the classrooms as to create classroom conditions which are conducive for student learning (Christopher 1998). However, any understanding of teacher competency depends on teaching in a particular setting, the culture and values held in the community, the innumerable teacher and student characteristics and the school context.

Therefore, in order to establish whether a teacher has the necessary competency, a teacher has to be judged on the basis of his ability to produce certain results since the concept of teacher competency is highly situational and involves value judgements.

The research in teacher's knowledge, skills and standards suggests that teachers change with the passage of time and develop skills like planning, designing, assessment techniques, professional commitment, effective feedback which enable the teachers to improve instructional methods (Pearson & Moomaw,2005).Teacher competency can be understood basing on the extent to which a teacher applies an integrated knowledge that he or she acquired in planning to implement his or her teaching while being able to revise the contents of his lesson in classroom. A competent teacher has the ability to use technological teaching aids for planning and designing of lessons as well as being able to put a cross strategies to be adopted in teaching (Appleton, Christenson, Kim, & Reschly, 2006). According to Christopher, (1998), teacher competency can be manifested through; the teacher's ability to guide students in the course of students' studies, teacher's ability to correctly use student's output such as student behavior and academic performance and provide the student with an appropriate feedback that can help the student in improving his learning.

Therefore, a teacher must know the ways and means to motivate the students to enable him or her (teacher) understand as to how the students can learn and improve besides knowing the contents of the education method that teachers are teaching. Munene et al., (2007), identifies teacher competency as; academic competency, methodological competency, competency in improvement of student attitudes towards school activities, classroom management competency, and time management competency.

A teacher with academic competency must have a command of the subject matter and   in position to develop the overall personality of the student (Emmer, & Stough, 2002). In addition, a teacher with such a competency should understand the psychological basis of education and the factors, which influence education such that he or she can devise means to make such factors favorable for student learning.

The methodological competencies are procedures to undertake a particular work with adequate knowledge and skills (Kitasimbwa, 2006). Kitasimbwa further emphasizes that a competent teacher having the adequate knowledge and skills to teach, must be in position to teach in a systematic, orderly and regular manner. This competency should enable the teacher to develop a link between the students and the knowledge and skill contents embodied in the education curriculum such that the teacher is able to provide the required environment to the students in learning a particular skill or an area of knowledge.

The methodological competency can be manifested in teacher's lesson planning where a teacher allocates specific time to be spent on various activities in the classroom during a given lesson. Such activities may include; presentations,

motivation of students, demonstration, checking student's work, student report, teaching and discussions (Eby, 1992).

In planning the teaching and learning activities, the teacher must be aware of the fact that his behavior and interaction with students vary according to the nature of the activity used during instruction's (Airasian, 1994).The lesson must therefore start with something to keep the students occupied and the subsequent activities for students must be in harmony with the students' mental and physical level. Most important is the need to give the student something, which is clear, concise and within their capability which will maintain the students motivated and engaged.

The impact of a teacher on improvement of student attitudes will be indicated by changes in student behavior (Goodenow, & Grady, 2003). When student develop a positive attitude towards school activities, they enhance their thinking process both inside and outside the classroom, their response to teacher's instruction greatly increase, become very active in classroom discussions, improvement in academic performance and minimized cases of indiscipline which finally lead to student engagement .

Teachers with classroom management competency carefully manage their classrooms in order to reduce disturbances through keeping all students focused to the lesson during class time, making relevant teaching aids, and make it convenient for students to watch the instructional presentations during the lesson (Bogler, 2001).The personality of a teacher coupled with his or her character is a very important factor in effective teaching. However, this alone is not sufficient for effective teaching and has to be coupled with competency which is very important with relation to the classroom

atmosphere. The class room teaching is affected to a great extent by a number of factors which include the communication style (whether the student understands it), the general atmosphere in the class (tense or relaxed), the school rules and regulations (Kitasimbwa, 2006). All this calls for a teacher to efficiently manage the class so as to achieve the set objectives or plans for the class with minimum deviations.

The academic learning is a consequence of effective time management in the class room and the competency of time management may vary from teacher to teacher for the same subject and learning environment (Willms, 2007). The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact on student learning and, therefore, require proper attention. According to Nakasule (2005), a teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class and will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior.

2.4. Student Engagement

Student engagement, variously described as commitment to and investment in learning, identification and belonging at school, is associated with desired academic, social, and emotional learning outcomes (Skinner, & Belmont, 1993).
In schools, most students' are classified as bored, unmotivated, and uninvolved or disengaged from the academic and social aspects of school life (Osterman, 2008).

Students levels of engagement depends on indicators of student engagement expressed as student's degree or level of connection with school and learning, such as attendance patterns, increase in credits and exhibition of problem behavior. Facilitators of engagement on the other hand include related factors that influence strength of the connection of the student to the school, such as school discipline practices, parental supervision of homework completion, and peer attitudes toward academic accomplishment. Therefore, facilitators of engagement have implications for intervention practice and policies, while indicators can be used to guide identification procedures as well as to direct the progress monitoring of individual students and programs (Christenson & Anderson, 2002). Student engagement in a school is psychological, academic, behavioral and cognitive engagement.

According to Astin, (2004), psychological student engagement is composed of many terms such as affective/emotional engagement, school bonding, identification with school, sense of belonging, school relatedness, connectedness with school, and social support for school, school supportiveness and school warmth. These terms are used to convey three broad concepts namely: connection and attraction to the school, valuing of school and school-related activities, and a guiding bond with school.

According to McGuffey, (1972),connection and attraction of students for school can be described as an emotional perception of support, affiliation, and trust of school and related activities within the school and whether the school meets student's need for belonging, enabling the student to take the educational risks necessary to realistically engage in learning and adapt to the school setting. Bourney, (2003) further stresses that valuing of school and school-related activities centers on the

student's perception of the value of school-related activities, both presently and in future endeavors while a guiding bond with school focuses more upon the limiting bond of school connections rather than the freedom to engage generated by a warm and supportive educational context. The guiding bond is believed to dissuade students from taking part in actions too far removed from group-endorsed behaviors.

Psychological engagement has been evaluated as an outcome of interventions that shows a relationship between school or classroom settings (Furrer & Skinner, 2003). Psychological engagement has been associated with a wide-range of variables including problem behaviors and delinquency, sexual behavior, academic performance, educational adjustment, level of educational attainment, social competency, attendance, accrual of credits, persistence with school, and student perceptions of future opportunities open to them.

Academic student engagement includes common indicators like credits earned, homework completion, and time on task (Finn, & Voelkl, 1993). The school contextual factors that influence student academic engagement are in form of improved scores and regular class attendance include; instructional quality and delivery, supplemental support, and classroom structures to enhance students' substantive interaction and academic engagement and achievement. The quality and style of instruction is solely a technique used to improve a student's level of academic engagement (Fulk, 2007).

Teachers can therefore enhance student engagement by ensuring an appropriate instructional match, providing explicit directions for task completion, providing variety in learning activities, helping students perceive classroom tasks as

valuable and assisting students in setting reasonable goals (Williamson, 2011).

Teacher training on effective instructional strategies is needed for enhancing academic student engagement. Behavioral engagement is indicated by student's attendance, suspensions, and participation in the Classroom or extracurricular activities and is associated with various outcomes including achievement, high school dropout and completion, and more general physical and emotional well-being (e.g., drug use, sexual behavior). Behavioral engagement, or disengagement in terms of poor attendance, disciplinary problems, and a lack of interest or participation at school, are among the most common concerns expressed by educators and parents. However, behavioral engagement can be enhanced using a Positive Behavior Support (PBS) program that involves the application of behavioral technology to prevent problem behaviors in classrooms and schools.

The program can reduce the amount of time students spend out of class due to office referrals and suspensions (Sugai, et al., 2009) hence a decrease in the number of office discipline referrals and suspensions over time (Lewis, Sugai, & Colvin, 2002; Luiselli et al., 2005; Scott & Barrett, 2006). The PBS program can further enhance data-based progress monitoring of student behavior and use of a positive reinforcement system (Seltzer, Choi & Thurn, 2003).

Research on cognitive engagement generally draws from the literature on either learning or motivation. The learning literature focuses on the role of self-regulation and cognitive strategies, while the motivation literature emphasizes the idea of investment in learning for developmental and achievement outcomes (Fredricks et al., 2006). Varied indicators of cognitive engagement are linked to positive academic

outcomes for students. Learning goals, perceived ability, self-regulation, and strategy use are significantly and positively related to measures of academic achievement and examination scores.

Empirically-based interventions to promote cognitive engagement generally target cognitive strategy instruction and motivation. The two interventions to promote cognitive engagement include; Transactional Strategies Instruction (TSI; Pressley et al., 2002), a type of cognitive strategy instruction designed to promote students' awareness and use of strategies and Concept-Oriented Reading Instruction Fletcher, (2006), an instructional framework that promotes reading engagement, relates to the processes of motivation, cognitive strategy use, and conceptual knowledge during reading" (Fletcher, 2006), with the ultimate goal of improving reading comprehension.

2.5. School Contextual factors and student Engagement

According to Epstein and Sheldon, (2008), several school practices were associated with improved student attendance from year to year: assigning of a non attendance recording officer to students with frequent absences, rewarding students for improved attendance, connecting parents with an easily accessible school contact, referring the student to a school counselor, communicating effectively with parents, conducting workshops for parents, and providing after-school programs for students. Further evidence for the influence of families on students' engagement comes from the Check and Connect intervention 2009 where mentors worked individually with students, their families, and school personnel to implement systematic monitoring and timely interventions to promote student engagement, with positive results in terms of

attendance and graduation rates (Sinclair et al., 2005). Success of the intervention was attributed, partly, to the partnerships that schools established with families (Sinclair et al., 2003).

Research consistently shows a strong positive relationship between indicators of socio-economic status, such as parents' or caregivers' level of education or occupation class (Willms, 2006), and student achievement. Other family background factors have also been shown to influence student engagement in terms of the number of books in the home, the presence of a study desk, and the availability of a computer and an Internet connection (National Center for Education Statistics, 2006; Williamson, 2011). Such factors are indicators of the home support for learning influence students' overall educational aspirations. Social capital theory argues that a strong home-school connection is indicative of students' educational success since "better connected" families can provide more effective support to their children and help them with their schoolwork.

The involvement of parents and the community helps in the monitoring the discipline of learners after school, supervision of learners work at home by parents after school, and raising funds for the development of the schools (Resnick et al., 2007). Therefore, students who feel connected with their families and schools are more likely to avoid high-risk behavior such as drug abuse and violence hence perceived engagement.

Lee et al; (2003), found modest effects of school restructuring – heterogeneous grouping, team teaching and reducing the extent to which schools are organized by subject-area departments on levels of student engagement. Finn and

Voelkl (2003) found that attendance was less consistent and at-risk students were less engaged in schools where rules were not enforced rigidly. This is consistent with Rumberger's (2005) finding that students are less likely to drop out of school before graduation when students perceive the discipline policy as fair. The success of a school is greatly influenced by a cooperative attitude between school administrators, teachers, and parents (National Education Association, 2008). A significant body of research indicates that when parents participate in their children's education, the result is an increase in students' academic achievement and an improved overall attitude toward school (Dearing, Kreider, & Weiss, 2008).An effective school organization and a safe and cooperative school environment facilitate the implementation of the intended curriculum.

That is also true for an educated and motivated teaching force, well equipped classrooms, and a supportive classroom atmosphere. Furthermore, effective teaching strategies, the availability and use of technology as well as coverage of the curricular content contribute to a successful attainment of the curricular goals (Green-Reese, Johnson, & Campbell, 1991). School Characteristics such as school location and characteristics of the student body impact on how the school system works. According to Brown (2003), students in rural schools are very much affected by their parents' education and their family income. Parents of rural students tend to be low in their own personal achievement and aspirations, which leads to lower aspirations for their children. For example, students whose parents have gone to college have an 80% chance of going to college themselves, while those whose parents only graduated high school are only 33% likely to go to college. On the other hand, Epstein,(2000)., findings revealed that sufficient parental involvement can lead children to perform better in school and be less likely to drop out of school despite socioeconomic status. The study also found that smaller percentages of students in rural schools were enrolled in postsecondary institutions (51.1% for rural, in contrast to 57.4% for urban students.

Research further shows that school-wide programs, which decrease suspensions and office referrals, can simultaneously increase student engagement (Decker, Dona, & Christenson, 2007).According to Hayes, et al., (2006), school level policies, such as grouping arrangements have a direct effect on student achievement by influencing the social interactions in the classroom and students' motivation to

learn. The school principal plays a critical role in the development of professional learning communities (Ostroff, 1992).

2.6. Teacher Competency and Student Engagement

Renzulli, et al., (2011), explains that students' characteristics in a school and classroom affect teacher competency since the more student problems, the more dissatisfied teachers are with their jobs, the lower they are likely to deliver their services hence leading to continued student disengagement.

Studies have further suggested that students learn more when taught by experienced teachers than they do when taught by teachers with just a few years experience (Meyer, Becker, &Vandenberghe, 2004). Research further suggests that if, teachers work together and become more collaborative and work oriented (skilled), student learning and engagement will be increased (Wheelan , 2005). Teachers that discuss their work with colleagues and collaborate in planning and implementing lessons usually motivate their students to learn and participate in school activities (Mills, 1999). Research has shown that experienced teachers with over five years teaching experience usually motivate student to learn through using appropriate teaching aids which increases student attendance, engagement hence achievement.

On the other hand, teachers with 0 to 1 year teaching experience find difficulty in identifying appropriate teaching aids which increases classroom boredom, irregular student attendance hence student disengagement (Barrington & Hendricks, 2009). Improvement in student attendance as well as a reduction in suspensions and office referrals increases the amount of time that students are able to participate in classroom instruction and the amount of time that teachers have

available to instruct hence reduced levels of student disengagement (Mills,1999). According to Wigfield, et al., (2007), the teacher's ability to communicate effectively promoted academic and emotional support that promoted student group cohesion, cooperation and a positive student attitude towards the teacher and the school since students felt respected and supported which resulted into a pro-social behavior such as adaptive help-seeking behavior (Pearson, & Moomaw, 2005), and the pursuit of social support goals. Students that experienced autonomy support and optimal structure were more effortful, persistent and engaged while completing learning tasks.

Newmann, (2005), dug deeper into the relationship between teacher behaviors such as; enthusiasm, level of difficulty of lesson, voice volume/inflection, use of inquiries, and use of positive feedback and student engagement, all behaviors showed evidence of impacting on student engagement for example, when these teacher behaviors were demonstrated in a positive manner toward students, students generally responded with positive behaviors and high levels of engagement. On the other hand, negative demonstrations of teacher behaviors, also generally yielded negative behaviors and disengagement levels from students. According to Laffey, Espinosa, Moore, and Lodree, (2003), teachers who were able to use technological devices during their lessons had a positive impact on student engagement and achievement.

2.7. School contextual factors and teacher competency

Schools function as a system with various layers (Goodenow, & Grady, 2003). These layers include; classrooms, the school, the neighborhood or the community and city or area where the school is located hence form the school contextual factors which directly or indirectly influence the way a teacher performs his or her duties.

School contextual factors that are not supportive such as poor administrative leadership and the quality of the school building are associated with reduced teacher ability to play his or her roles within and outside the school (Buckley, et al., 2005; Lee, et al., 1991; Tye & O'Brien, 2002).

Ingersoll, (2002), puts it that schools with high poverty levels experience a 20% of teachers being unable to attend to their students and hence some of them end up permanently leaving the schools which affects teacher's levels of competency of those teachers that have remained in the school. Ostroff, (1992), also puts it that school contextual factors provides high levels of motivation to teachers which enable teachers to become more effective and competent.

Boe, Cook, & Sunderland, (2008), further stipulates that teachers working in schools with high levels of stress are more likely to miss days of work, which could potentially lead to falling behind in the curriculum hence reducing teacher competencies. This stress causes teachers dissatisfaction thereby negatively affecting teacher's morale and ultimately resulting into reduced motivation and competencies of staff (Ostroff, 1992).

Maslach, Schaufeli, & Leiter, (2001) further stresses that teachers who experience burnout, that comes from prolonged periods of stress in their schools suffer physiologically and hence become detached from their responsibilities and roles. Low morale, burnout, and detachment counteract efforts to raise teacher competencies.

A study by Cash, (2009), in mid West school district revealed that school contextual factors such as class size, support from parents, school learning

environment, and availability of resources affected greatly the ability of teachers to perform their professional roles and the periods they spent in particular schools for instance, teachers who could stand un favorable school contextual factors for at least 3 years   were between 74.77% and 89.1% for White teachers and between 76.5% and 94.1% for Black teachers for a 5-year time span (National Center for Education Statistics 2010).

A re-examination of the relationship between school contextual factors and teacher competencies by Bogler, (2001), shows that positive school contextual factors such as school leaders who communicate with teachers while setting a tone for cooperation and a shared sense vision makes teachers satisfied hence a positive attitude toward hard work so as to achieve the school's vision and mission. The ability of the school to provide the teacher with autonomy and control over teaching practices, score grading, student discipline, and control over homework decisions in a teacher's classroom are also important components of school contextual factors that promote teacher competency both within and outside the school since teacher autonomy is associated with teacher satisfaction (Pearson & Moomaw, 2005).

Boe and Sunderland, (2008) studies indicate that a school community in which teachers work greatly affects the way a teacher performs in a way that teachers' perceptions about parental involvement, poverty, student preparation, and student health will demotivate the teacher in form of being irregular in class, failure to examine students as required. As teachers perceive lower levels of parental involvement, student preparation, and student health and higher levels of poverty,

they are more likely to be dissatisfied with teaching thereby affecting their levels of competences.

Various researchers have studied school contextual factors in form of parental involvement and their socio- economic conditions to have a great impact on teacher competencies since parents are essential in achieving school vision and mission (Hoover- Dempsey & Sandler, 1995). Student attitudes towards a school setting are shaped to some extent by the structures (facilities) through which they are mediated (Ferreira, 1995). Research according to Stockard and Mayberry, (1992), found that the quality of a physical plant or environment is related to non-cognitive outcomes, such as better attitudes toward school eventually relate to higher academic achievement.

Christopher, (1988), further points out that students that have better attitudes towards a school usually learn more and work harder hence are engaged. A study by McGuffey, (1972) conducted on students at the elementary level revealed that students housed in newer school buildings which were fully carpeted and air-conditioned showed more positive attitudes than students housed in older buildings.

A study by Lovin, (1972), in Middle Georgia on elementary children who had moved from a traditional school to an open-space school revealed that the children were keenly aware of their school building and responded positively to bright and comfortable surroundings.

Another study by Chan, (1982), compared student attitudes toward the physical environment of a school opened in 1980 and that of two older schools: one built in 1923 and the other in 1936. The main finding of this study indicated that

pupils housed in a modern school building have significantly more positive attitudes toward school than do pupils housed in a much older building. Likewise, Cramer (1990) studied selected Junior High Schools in the Bibb County School District of Georgia and concluded that pupils housed in newly renovated school facilities showed more positive attitudes.

Maslow and Mintz, (1998), studied student attitudes in "ugly, neutral and beautiful" rooms and found significant differences corresponding to room quality in the responses. These researchers revealed that the mean rating given by the subjects in the beautiful room was in the range defined as "energy" and "well-being" while the mean of the ratings given by subjects in both the average and ugly rooms was in the range defined as "fatigued" and "displeased". Furthermore, the students placed in the beautiful room expressed feelings of "comfort, pleasure, enjoyment, importance, energy and a desire to continue their school and classroom activity". Thus, if children have positive attitudes and look forward to attending school, it implies that they are engaged and they will positively participate in all school activities (Christopher, 1988).

2.8. Talent management and school contextual factors

Research on the relationship between talent management and school contextual factors Imazeki, (2005), stipulates that teacher retention is higher when school contextual factors such as school policies can allow an offer of higher salaries to their teachers. These findings also match with findings by Ingersoll, (2001), who puts it that "teacher turnover is higher in schools with low salaries, poor support from school administration, student discipline problems, and limited capability input into

school decision making, even after controlling for student composition, school level, and school location.

Grissom, (2008), further puts it that principal leadership, an orderly schooling environment, greater classroom autonomy, and increased professional development is associated with lower teacher turnover.

Research by Odell & Ferraro (1992), widely cited their reviews of induction programs literature, made longitudinal measurements of various schools that offered teacher trainings and support to novice teachers through mentoring. This research revealed that schools which offered training to new teachers had 96 percent of new teacher program participants remaining in their schools for more than four years after the induction.

In a study by Eberhard, Reinhardt-Mondragon and Stottlemeyer., (2000), that was conducted among 228 teachers with three or fewer years of experience, in 10 secondary schools showed that schools with the policy on teacher development which regularly mentored and trained their best performing teachers had many of their teachers reporting more one contact hour per week and were more likely to plan to remain in teaching than teachers in schools that had no training or induction programmes where teachers could report for less than one contact hour hence very few of these teachers were willing to stay in the teaching profession for more than two years.

Another examination of induction programs in California secondary schools offers similar indications that induction programs reduce teacher turnover by increasing retention rates. Pearson and Honig (1992), used a variety of quantitative

and qualitative data from 37 different induction programs in California secondary schools and found out that retention among novice teachers was, over a two year period, 87 percent overall and as high as 91 percent in urban schools that could identify, develop and put various strategies to retain the best performing new teachers. Although these results suggest promising outcomes of new teacher induction programs, the study design did not establish clear links between induction experiences and the subsequent retention of teachers. Research has also shown that, teachers in schools that provide refresher courses tend to serve longer in these schools because they feel that they are learning and growing, hence will be they will be less inclined to leave. On the other hand, teachers in schools where minimal resources were invested in teacher development and training could after a few years of service in these schools feel no longer growing and hence these teachers could begin to look externally for new job opportunities (Buckley, Schneider, & Shang, 2004a). This makes development and learning critical for attracting and retaining employees, because talented people are inclined to leave if they feel they are not growing and stretching".

2.9. Talent management and teacher competency

Schools that engage in talent management are strategic and deliberate in the way they source, attract, select, train, develop, retain, promote, and motivate teachers. Through talent management, employee job descriptions are developed clearly highlighting the roles and responsibilities a teacher plays at school and in the community surrounding the school. This will improve teacher competency and hence performance since teachers are satisfied with their work environment.

According to the study by Darling and Hammond (1999), there was a substantial linkage between good student results and qualified and trained teachers. The study also showed a substantially negative linkage between student results obtained by untrained teachers, who were comparatively new on the jobs. In addition, Fetler (1999) also expressed the view that teachers with short training did not perform well, when compared with those who were fully trained and had longer job experience.

A joint study by Harvard University and the Academy of Education, (2006) indicated that level of training obtained by a teacher contributed to rise in obtaining marks in Mathematics for students in grades four and five. The performance of a teacher before the class is dependent on training provided to him. To assess how effective is the teaching, one, has to look at the performance of teacher in the class and the attitude of the instructor in teacher training establishments. The output of teacher is dependent on his knowledge and ability. The effective teaching process is thus dependent on professional training and learning (Glaser, 2009).

According to Aggarwal,(2003), the training of teacher leads to the development of a positive attitude, and a purpose for the profession. In addition, Elena, 2000, when employees are developed for example through training, they are more satisfied with the job, more committed with the job hence performance will be increased. Therefore, employee development will increase teacher competence leading to organization effectiveness (Champathes, 2006).

Research has attributed much of school leaders' success to the professional development opportunities that they provide for their staff members, particularly teaching staff.

Professional development through seminars, workshops, conferences, and professional journals can help teachers to increase their effectiveness and broaden their knowledge (Duncan, Lee, Scarloss, Shapley, &Yoon, 2007) for example, teacher training on the use of three reading instruction strategies (Collaborative Strategic Reading, Partner Reading, and Making Words) resulted in an increased level of teacher engagement within the classroom as well as increased scores for elementary students (Klingner, Leftwich, van Garderen, & Hernandez, 2004).

Therefore, employee development leads to the growth of the employee and organization that leads to an increase in employee engagement and performance (Elena, 2006). When employees are developed for example through training, they are more satisfied with the job, more committed with the job hence competency and performance will be increased thus organization effectiveness and efficiency (Champathes, 2006).

CHAPTER THREE

Research Methodology

3.0. Introduction

This section outlines the process and procedure that was used in conducting the study. The chapter defines the research design, the population of study and study area, sampling techniques and data sources, data collection instruments, data management, analysis and measurement of variables.

3.1. Research design

A cross sectional survey design was used to study student engagement where data was collected at one point in time. A quantitative approach was used in the study in reporting the findings using correlations and regressions.

3.2. Target Population

The study population comprised of 200 teachers and 200 students leaders with in the 11 selected secondary schools in Busiro north. The population of teachers was selected on the basis of time spent in effective teaching service. All teachers who had a teaching experience of at least 3 years had an equal chance of being selected under the population study since it was assumed that these teachers were conversant with the student engagement in these schools. The 200 students comprised of the student leaders in the school since it was assumed that they were less biased in assessing their colleagues' levels of engagement.

3.3. Sample Size

The sample size was 201 teachers and 200 students out of a population of 420 teachers and 420 student leaders determined using the tables of sample size by Krejcie and Morgan (1970). The 201 teachers and 200 students were studied at a ratio of 1 teacher to 1 student. A teacher who could be available could be paired with a student leader available at that time and the two questionnaires were attached together for analysis. The sampling methods were combined for example; purposive and convenient samplings were used where any teacher who qualified to be selected and was available at the school at the time of data collection stood equal chances of being selected. However, all students were purposively selected on the basis of being school leaders.

3.4. Data Sources

Both primary and secondary sources were captured during the study. The primary data was captured using the self administered questionnaires to both teachers and students while the secondary sources were captured using the documented data in form of warning letters issued on account of disengagement, expulsion cases resolved by the schools disciplinary committee and a record of student strikes recorded between 2006 and 2012. In addition to the questionnaire, teachers were interviewed about their student engagement and they revealed that students in semi candidate and candidate classes (senior three, four, five and six) are more engaged than their counterparts of senior two and one since the school system eliminates students in senior three, five and six who fail to conform to the standards, values and norms of the school. Also when students in semi candidate and candidate classes are found in

any form of examination malpractice, they are demoted to the lower class. However, students in senior one and two are only warned in case of any irregularity and malpractice.

3.5. Data Collection Instruments

Data collection instrument used was a questionnaire which was administered among the 200 teachers and 200 students in the selected 11 secondary schools in Busiro north. This was supplemented by oral interviews with the departmental heads and School heads on issues of student disengagement.

3.6. Validity and reliability of the research instrument

3.6.1. Validity of the Research Tool:

A factor analysis was carried out to validate the instrument and the validation worked as illustrated in the tables below:

Table 3.1: Factor analysis for school contextual factors

	Indices							
	Role of parents	Teacher role	SchoolPolicy	learning environment	Community Involvement	Community Role	Recognition	Support
Parents help students in accomplishing their classroom tasks	.739							
Parents attend school functions such as sports and school days	.724							
Parents pay school fees and other school requirements in time	.721							
Parents attend all school meetings when called upon	.709							
The school allows students to interact with peers from other school	.646							
The classrooms are large enough to enable teachers get access to all students when teaching	.502							
Staff meetings are always dominated by administrative matters rather than teaching and learning issues		.787						
Teachers have a little to say in the running of the school		.708						
It is difficult to change anything in this school		.631						
My colleagues make notice of my professional views and options		.595						
There is constant pressure at school to keep working			.707					
Most students are helpful and cooperative to teachers			.665					
I feel accepted by other teachers			.659					
The school library has adequate selection of relevant books			.528					
The school mission statement and its associated goal is well understood by school staff				.671				
The school administration willingly provides the necessary materials needed for effective teaching				.634				
The supply of school equipment and resources is adequate.				.626				
The classrooms are well ventilated and conducive for students learning					.657			
Parents in my school are bothered with their children's performance					.655			
My school encourages students and teacher participation in co curricular activities					.546			

Local leaders attend school functions when invited						.714		
The school administration supports the teachers in enforcing discipline						.557		
My school location motivates students to learn							.560	
The school rewards teachers and parents with outstanding performances							.555	
Most parents bring their children to school								.589
Eigen Values	4.27	2.61	2.58	2.57	2.09	1.83	1.51	1.24
Total Percentage Variance	13.79	8.43	8.32	8.29	6.75	5.91	4.85	3.99
Cumulative Percentage	13.79	22.22	30.53	38.83	45.57	51.48	56.33	60.32

The above analysis on school contextual factors reveals that total variance explained of the role of parents towards student engagement is 13.79%, total variance explained of teacher's role toward student engagement is 8.43%, total variance explained of school policy of student engagement is 8.32%, total variance explained by learning environment of student engagement is 8.29%, total variance explained by involvement of teachers, parents and the community of student engagement is 6.75%. The total variance explained of community role is 5.91%, recognition of teachers and students is explained by a total variance of student engagement is 4.85%, while the total variance explained by school support of student engagement is 3.99%.

Table 3.2: Factor analysis for Teacher Competencies

	Indices						
	Communication	Counseling & Guidance	Teaching	Knowledge	Assessment	Class management	Commit ment
Brief teachers on what transpired during the week	.753						
Draw up a programme for activities of the week	.612						
All teachers usually prepare a lesson plan	.590						
Supervise the teaching during the week	.503						
Students see teachers as counselors		.730					
Students see teachers as parents		.673					
Teachers consider the student's background		.638					
Teachers determine how many hours are required for co curricular activities		.531					
Teachers identify materials needed for the lesson early enough			.680				
Most teachers make a reference to the teaching syllabus			.662				
Teachers revise all questions attempted by students while helping them to learn the question approach.			.529				
Teachers often review the scheme of work			.521				
All teachers proof read all set questions before administering them to students				.675			
Motivate students to participate in class				.609			
Teachers listen to students ' problems and discuss with the administration for the way forward				.592			
Review the previous lesson to link it to the current lesson				.535			

Respond to students questions adequately					.699		
Teachers schedule time for exercises, tests and exams and notify students in advance					.604		
Teachers invite resourceful persons in relevant professions to talk to students					.551		
Students see teachers as disciplinarians							
Teachers involve parents when taking disciplinary actions						.720	
Use the lesson time to accomplish the planned work						.514	
Students are always provided with materials for co curricular activities							.600
Teachers take a responsibility to identify talented students							.554
Supervise the cleaning of all the school premises							.530
Teachers reward students who have excelled in each field							.516
Eigen Values	3.12	3.11	2.71	2.62	2.41	2.32	2.09
Total Percentage Variance	8.90	8.90	8.90	7.73	7.48	6.89	6.63
Cumulative Variance	8.90	17.80	25.53	33.01	39.90	46.53	52.49

The factor analysis in table 3.2 explains a total variance of 52.49% of teacher competencies that could be explained by teacher communication competencies, counseling and guidance, teaching competency, knowledge competencies, assessment competencies, classroom management and professional commitment of which 8.9% could be attributed to teacher communication, 8.9% by counseling and guidance, 8.90% by teacher competencies, 7.73 % by knowledge competencies, 7.48% by

assessment competencies, 6.89% of classroom management and 6.63% by

professional commitment.

Table 3.3: Factor analysis for Talent Management

	Indices				
	Employee Dev't	Retention	Career Dev't	Retention	Hiring
The person in charge of human resource personally drives the process of target setting	.761				
My school has a formal talent management system and procedure that are used regularly to assess employees' potential to take on more responsibilities	.746				
The head teacher and director of studies takes more than a keen interest in ensuring that the goals and targets for each individual are set and known	.700				
Target setting is taken seriously and all employees are trained in setting goals and targets	.545				
Employees who demonstrate superior performance and a potential to become high achievers are identified and guided on how to excel or become better		.796			
On a regular basis , each employee discusses the goals to achieve and agrees on the targets for each goal		.662			
All employees are measured against a clear set of competences or values		.566			
This school has a clear system of separating employees into groups based on employee capacity to perform			.871		
This school has a clear system of separating employees into groups based on employee capacity to set higher targets for themselves			.671		
Employees who perform consistently below expectations are given a warning and eventually terminated				.767	
Resources such as accelerated salaries , bonuses and benefits are made available for retaining superior performers				.739	
Resources such as training opportunities are made available for developing individuals who demonstrate capacity to perform				.570	
This school has a clear and well publicized set of skills , knowledge and abilities or values that drives the business					.750
When an individual performs well above expectations, she or he gets feedback from management					.606
Eigen Values	**2.50**	**2.34**	**2.03**	**1.78**	**1.34**
Total Percentage Variance	**15.65**	**14.60**	**12.66**	**11.09**	**8.38**
Cumulative Percentage	**15.65**	**30.24**	**42.90**	**53.99**	**62.37**

The total variance of 62.37% in talent management could be explained by

developing, retaining and hiring of which; 15.65% and 12.66% is attributed to

developing, 14.6% and 11.09% is explained by retention and 8.38% is attributed to

hiring.

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Table 3.4: Factor analysis for Teacher's assessment of student engagement

Teachers assessment of student engagement	Indicator
Students finish their assignments in time	.68
Students do home work willingly	.68
Students cover a teacher by discussing numbers with fellow students	.63
Students seek assistance regularly	.61
Students ensure the class is quiet	.60
Students participate in club activities	.60
Students often use the library.	.60
Students are able to forego break or lunch to finish their work	.59
Students are eager to help other students in all school activities	.58
Students attempt questions on their own and take them for marking	.57
Students complain when the teacher misuses a lesson	.57
Students are always in the right place at the right time	.56
Students are eager to look at UNEB past papers when still in lower classes	.56
Students seek career guidance	.56
Students never miss class	.54
Students pin encouraging messages on the notice board	.54
Eigen values	**7.28**
Total percentage variance	**30.35**
Cumulative percentage	**30.35**

The total variance explained of the teacher's perception of student engagement is 30.35%.

3.6.2. Reliability of the research instrument:

Cronbach's alpha of 0.91 for school contextual factors, 0.92 for teacher competence, 0.83 for talent management, and 0.9 for teacher rated student engagement and 0.88 for student rated engagement was obtained which confirmed the reliability of the measure (Kothari, 2009).

3.6.2.1: Reliability Cronbach's alpha values

Variable	Cronbach's Alpha Values
School Contextual factors	0. 91
Teacher Competences	0.92
Talent Management	0.83
Student Rated Engagement	0.88
Teacher rated engagement	0.9

3.7. Data Analysis

The Statistical Package for the Social Sciences (SPSS) was employed, using the frequencies, mean and standard deviations. In addition, the correlation and regression analysis was used to establish the relationship between the study variables.

3.8. Measurement of the Variables

School contextual factors was measured using the model adapted from Fisher and Frazer (1990), and was based on a 6 likert scale. Teacher Competence was measured using models developed by OECD Teaching and Learning International Survey (TALIS) 1998, Kitasimbwa (2006),Schaufeli, et al's., Utretcht Work Engagement Scale and Nakasule, (2005) . Talent management was measured by an instrument adapted from Cappelli, (2008) while Student engagement was measured using the model adapted from Lam and Jimerson, (2008).

3.9. Ethical issues

The data collected in this research was purely and only be used for academic purposes to enable the researcher attain the award of a Masters degree in Business Administration, Makerere University, Kampala. All collected data was treated with high levels of confidentiality in regard to the respondent and the school where data was collected.

3.10. Limitation

a) The time allocated for the research study compromised the quality of the results generated since the use of other data collection methods like observation of student engagement was possible due to time constraint.

b) Some teachers were reluctant to fill the questionnaires or even return all the administered questionnaires.

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CHAPTER FOUR

Data Presentation and analysis

4.0: Introduction

This chapter presents the analysis of data basing on the study variables under study. The study involved a target population of 201 teachers and 200 student leaders in the various 11 private secondary schools in Naddangira zone.

Table 4.1: Respondents according to gender (N=194)

	Gender	Frequency	Valid Percentage
Valid	Female	95	49.0
	Male	99	51.0
Missing	**system**	7	
	Total	**201**	**100.0**

The analysis above reveals that males (51%) and females (49 %) were almost equal in the sample. This is the case because in the past, teaching was mainly considered a job for female but later, the males joined the profession at almost equal numbers (Sekamwa,1982).

Table 4.2: Student respondents' age (N=194)

	Age	Frequency	Valid Percentage
Valid	12 - 15 years	63	32.5
	16 -19years	120	61.9
	Above 19 years	11	5.7
Missing	system	7	
	Total	**201**	**100.0**

The analysis shows that most student leaders (62%) were aged 16 to 19 years and very few were above 19 years old. This is because the average secondary school age is 18 years.

Table 4.3: Student class (N=194)

	Class	Frequency	Valid Percentage
Valid	S.2	3	1.5
	S.3	94	48.5
	S.4	53	27.3
	S.5	21	10.8
	S.6	23	11.9
Missing	system	7	
	Total	**201**	**100.0**

From the analysis in table 3, most student leaders were in senior three (49%) and a few were in senior two (2%).This is because most secondary school student leaders are elected after a student having spent at least 2 years in a school.

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Table 4.4: Years spent in school by students (N=186)

	Years	Frequency	Valid Percentage
Valid	0-1 year	22	11.8
	2-3 years	103	55.4
	More than 3 years	61	32.8
Missing	system	7	
	Total	**193**	**100.0**

Above analysis shows that most student leaders had spent 2 to 3 years in their respective schools and very few leaders (12%) had spent 1 year in their respective schools.

Table 4.5: Teachers' age (N=197)

	Age	Frequency	Valid Percentage
Valid	22 -27 years	33	16.8
	28 - 33 years	95	48.2
	34 -38 years	34	17.3
	Above 39 years	35	17.8
Missing	system	4	
	Total	**201**	**100.0**

As above, most teachers in the sample study were aged 28 to 33 years (48%). Very few teachers were aged 22 to 27 years (17%).

This is because schools in the sample study were schools that had lasted at least for 5 years and more hence most of the teachers in these schools were aged 28 to 33 years and also a significant number of teachers (18%) had above 39 years.

Table 4.6: Teacher's category of teaching subject (N=194)

	Subject category	Frequency	Valid Percentage
Valid	Arts	68	35.1
	Sciences	126	64.9
Missing	**system**	4	
	Total	**194**	**100.0**

The analysis above shows that most teachers (65%) who responded in the study were teaching science subjects such as physics, chemistry, biology and mathematics. This could have been due to the fact that the population of science teachers tends to be slightly bigger than arts teachers due to the importance schools attach to the science subjects.

Table 4.7: Teacher's status in school (N=195)

	Subject category	Frequency	Valid Percentage
Valid	Class room teacher	39	20.0
	Class teacher	101	51.8
	Administrator	37	19.0
	Head of department	18	9.2
Missing	**system**	5	
	Total	**200**	**100.0**

As analyzed above, most teachers in the sample study were administrators (52%). Very few of teacher respondents were Heads of Departments (9%). This could be due to the fact that all questionnaires in all schools could first be handled by administrators such as the Directors of Studies, deputy head teachers and head teachers. It is through such people that questionnaires could reach other teachers.

Table 4.8: Teacher's highest level of education (N= 194)

	Level of Education	Frequency	Valid Percentage
Valid	Diploma	29	14.9
	Bachelor's Degree	129	66.5
	Masters	31	16.0
	PhD	5	2.6
Missing	system	6	
	Total	**201**	**100.0**

From the analysis in table 4.8, most teacher respondents had bachelor's degrees (67%) and very few had PhDs (3%). This is because most schools prefer to employ degree holders to diploma holders since degree holders are able to teach across all levels ('O' and 'A' level).

Table 4.9: Teachers teaching experience (N=193)

	Teaching Experience	Frequency	Valid Percentage
Valid	1-3 years	35	18.1
	4-6 years	84	43.5
	7-9 years	45	23.3
	10 and more	29	15.0
Missing	system	8	
	Total	**201**	**100.0**

Table 4.9 analysis shows that most teachers that responded in the study (44%) had a teaching experience of 4 to 6 years and very few teacher respondents (15%) had teaching experience of more than ten years in the profession.

This was caused by the schools in the sample study that existed for 5 and more years hence such schools are anticipated to have experienced staff of at least more than 5 years.

Table 4.10: School age (N=184)

	School age	Frequency	Valid Percentage
Valid	1-5 years	17	9.2
	6-10 years	65	35.3
	11-14 years	33	17.9
	15 and more years	69	37.5
Missing	**system**	17	
	Total	**201**	**100.0**

As above, the analysis reveals that most schools that were studied in the sample were 15 years and above (38%). Very few schools in the sample size had existed for at least 5 years (9%). This is because the study purposely targeted schools that had lasted for 5 years and more.

Table 4.11: School location (N=193)

	School Location	Frequency	Valid Percentage
Valid	Urban area	11	5.7
	Peri urban	50	25.9
	Rural	132	25.9
Missing	**system**	8	
	Total	**201**	**100**

From the analysis in table 4.11, among the total of 193 schools that responded to the study, most schools in the sample size (68%) were rural based and very few of the schools were urban based (6%).

Table 4.12: Number of students in school (N=186)

	Number of students	Frequency	Valid Percentage
Valid	100 - 500 students	38	20.5
	600 - 1000 students	83	44.5
	1100 and more students	65	34.9
Missing	**system**	15	
	Total	**201**	**100.0**

The analysis above shows that most schools (45%) in the study sample had students ranging from 600 to 1000 students and very few schools (21%) had between 100 to 500 students.

Table 4.13: Number of teachers in school (N=186)

	Number of teachers	Frequency	Valid Percentage
Valid	10 - 25 teachers	29	15.6
	26 - 41 teachers	81	43.5
	42 - 57 teachers	23	12.4
	58 and more teachers	53	28.5
Missing	**system**	15	
	Total	**201**	**100.0**

Table 4.13 reveals that most schools in the sample study (44%) had between 26 to 41 teachers. Only 29 % of the schools in the sample study had more than 58 teachers.

Table 4.14: Founder of the school

	Founder	Frequency	Valid Percentage
Valid	Religion	91	46.4
	Government	12	6.1
	Parents	61	31.1
	Community	32	16.3
Missing	**system**	5	
	Total	**201**	**100.0**

Most schools (46%) in the study sample of 196 schools were founded on the basis of religion. A small percentage of 6% of the schools that were in the study sample were founded on government basis but later became private schools.

Table 4.15: Bivariate correlation of study variables (N=201)

Correlations					
	Teacher competencies	School contextual factors	Talent Management	Student engagement (Teacher rated engagement)	Student engagement2 (Student rated self engagement)
Teacher competences					
School contextual factors	.79[**]				
Talent Management	.30[**]	.29[**]			
Student engagement (Teacher Rated student engagement)	.70[**]	.70[**]	.19[**]		
Student engagement2 (Student self rated engagement)	.00	.02	.06	.03	
**. Correlation is significant at the 0.01 level (2tailed)					

In reference to the analysis to the above, the following relationship can be established between study variables.

4.1. School Contextual Factors and Student Engagement

When teachers evaluated their student engagement in schools, it was established that there is a very strong positive relationship of 0.704 at a significance level of 0.01between the school contextual factors and student engagement.

4.2. Teacher competency and student engagement

The research study involved two approaches of measuring student engagement. In the first approach, teachers rated students level of engagement (teacher rated student engagement) and results showed that when teachers are competent, students become engaged this is reflected in the table with a positive correlation of 0 .70.

Secondly, the students also rated their level of engagement and the study revealed that there is no significant relationship between teacher competency and self rated student engagement (0.00). The findings further revealed that there was no

correlation between self rated student engagement and talent management (0.6), school contextual factors (0.02), teacher rated student engagement at 0.3.

4.3. School contextual factors and teacher competency

From the analysis, teachers revealed that their levels of competencies are greatly influenced by school contextual factors (with a very strong positive relationship of 0.79 at a level of significance of 0.01).

4.4. School contextual factors and talent management

At the significance level of 0.01, the relationship between school contextual factors and talent management is weak and positive with a significance of 0.29.

4.5. Talent management and teacher competency

At the significance level of 0.01, the relationship between talent management and school contextual factors is weak and positive with a significance of 0.30.

Table 4.16: Hierarchical Regression

Model		B1	B2	B3	B4
1	(Constant)	4.556**	3.715**	3.648**	3.568**
	Teacher's age	-.016	-.002	-.013	-.014
	Status	.001	.014	.012	.016
	Education level	-.021	.001	.007	.009
	Tenure	-.016	-.007	-.004	-.006
	School Age	.000	-.022	-.018	-.023
	School location	.101	.016	.001	.006
	Student population	.088	.056	.074	.080
	Teacher population	-.169	-.130*	-.146**	-.148**
	School founding	-.009	-.008	-.022	-.020
	Teacher competence		.240**	.090	.082
	School Contextual factors			.198**	.190*
	Talent management				.038
	R	.365	.487	.520	.523
	R²	.133	.237	.270	.273
	R²adj.	.075	.181	.211	.210
	Δ R²	**.133**	**.104**	**.033**	**.003**
	ΔF	2.29*	22.14**	7.35**	.74
	F	2.29*	4.22**	4.61**	4.33**

In model 1, the variance in student engagement is explained by 0.133 by other factors such as; teacher's age, school name, teaching subjects, teacher's status in school, teacher's education level, teacher's experience in teaching professional, school age, school location, student numbers in school, teacher population in school, and school basis of foundation.

In model 2, the variance in student engagement is explained by 0.104 of teacher competency.

In model 3, the variance in student engagement is explained by 0.303 of school contextual factors.

In model 4, the variance in student engagement is explained by 0.03 of talent management.

Table 4.17: Multiple Regression analysis

Coefficients[a]									
Model	Unstand. Coef.		Stand. Coef.	t	Sig.	r sq.	r^2 sq.	F	sig.
						.556	.549	82.229	.000
	B	Std. Error	Beta						
(Constant)	.968	.247		3.912	.000				
Teacher competency	.418	.079	.407	5.277	.000				
1 School conceptual factors	.398	.077	.396	5.153	.000				
Talent Management	.043	.047	.045	.904	.367				
a. Dependent Variable: student engagement									

When teachers evaluated the engagement of their students, the model is able to explain 54% of the variance in the student engagement. Among the individual study variables in the model, teacher competences explain 41%, school contextual factors explain 40% while talent management explains only 4% of the variation in student engagement

CHAPTER FIVE

Discussion, Conclusion and Recommendations

5.0 Introduction

This chapter covers discussion of results, conclusion, and recommendations of the findings presented in chapter four in relation to the objectives of the study and literature review.

5.1. Discussion of the Findings

5.1.1. School Contextual Factors and Student Engagement

The research findings revealed that when teachers evaluated their student engagement in schools, it was established that there was a very strong positive relationship of 0.70 between the school contextual factors and student engagement at a significance level of 0.01. Such findings are in line with findings by Check and Connect intervention (2009) where it was established that the influence of families in form of school mentors working individually with students, student families, and school personnel implementing systematic monitoring and timely interventions on students promoted student engagement, with positive results in terms of attendance and graduation rates (Sinclair et al., 2005). Success of such an intervention was attributed, partly, to the partnerships that schools established with student families (Sinclair et al., 2003).

In addition, other researchers like Bradley and Corwyn, (2002), have consistently showed a strong positive relationship between school contextual factors such as the socio-economic status of parents' or caregivers' level of education or occupation class and student achievement or engagement. Other family background

factors (school contextual factors) have also been shown to influence student engagement in terms of the number of books in the home, presence of a study desk, and the availability of a computer and an Internet connection (National Centre for Education Statistics, 2006; Woessmann, 2004).

Research findings according to Chapman, (2004), found similar results with this study's findings that the quality of a physical plant or environment is related to non-cognitive outcomes, such as better attitudes toward school eventually relate to higher academic achievement.

Also Christopher, (1988), further points out that students that have better attitudes towards a school usually learn more and work harder hence are engaged. A study by McGuffey, (1972), conducted on students at the elementary level revealed that students housed in newer school buildings which were fully carpeted and air-conditioned showed more positive attitudes than students housed in older buildings.

A study by Lovin, (1972), in Middle Georgia on elementary children who had moved from a traditional school to an open-space school reveals that the children are keenly aware of their school buildings and respond positively to bright and comfortable surroundings.

Maslow and Mintz, (1998), studied student attitudes in "ugly, neutral and beautiful" rooms and found significant differences corresponding to room quality in the responses. These researchers reveal that the mean rating given by the subjects in the beautiful room was in the range defined as "energy" and "well-being" while the mean of the ratings given by subjects in both the average and ugly rooms was in the range defined as "fatigued" and "displeased". Furthermore, the students placed in the

beautiful room expressed feelings of "comfort, pleasure, enjoyment, importance, energy and a desire to continue their school and classroom activity". Thus, if children have positive attitudes and look forward to attending school, it implies that they are engaged and they will positively participate in all school activities (Christopher, 1988).

5.1.2. Teacher competency and student engagement

Basing on the research findings from teacher rated student engagement; teacher competency and student engagement had a very positive correlation of 0.704. This is in line with studies by O'Brien, and Rivkin, (2005), whose findings show that students learn more when taught by experienced teachers than they do when taught by teachers with just a few years experience.

Also, similar findings suggest that if teachers work together and become more collaborative and work oriented (skilled), student learning and engagement will be increased (Wheelan 2005). Teachers that discuss their work with colleagues and collaborate in planning and implementing lessons usually motivate their students to learn and participate in school activities (Decker, Dona, & Christenson, 2007). Research also further reports that experienced teachers with over five years teaching experience usually motivate student to learn through using appropriate teaching aids which increases student attendance, engagement hence achievement (Caldas, 2003; Lamdin, 2006).

The research findings are further in line with findings by Lovin, (1992) which reveal that teachers with 0 to 1 year teaching experience find difficulty in identifying appropriate teaching aids which increases classroom boredom, irregular student

attendance hence student disengagement. In addition, Renzulli, et al., (2011), explains that teachers' perceptions of the students' characteristics in a school and classroom affect teacher competencies since the more student problems that are perceived by teachers; the more dissatisfied teachers are with their jobs, the lower teachers are likely to deliver their services hence leading to continued student disengagement. The forms of student engagement includes student tardiness, students who are absent frequently, class cutting, student dropouts, and student apathy.

According to Wigfield et al, (2007)**,** the teacher's ability to communicate effectively promotes academic and emotional support which promotes student group cohesion, cooperation and a positive student attitude towards the teacher and the school.

Other researchers such as Mills, (1999), also dug deeper into the relationship between teacher behaviors such as; enthusiasm, level of difficulty of lesson, voice volume/inflection, use of inquiries, and use of positive feedback and student engagement, all behaviors showed evidence of impacting on student engagement for example, when these teacher behaviors are demonstrated in a positive manner toward students, students generally responded with positive behaviors and high levels of engagement. On the other hand, negative demonstrations of teacher behaviors, also generally yield negative behaviors and disengagement levels from students.

5.1.3. School contextual factors and teacher competency

The research findings reveal that teachers' levels of competencies are greatly influenced by school contextual factors (with a very strong positive relationship of 0.785 at a level of significance of 0.01). This is in line with the findings of Kearney,

(2008) whereby according to him, the classroom, the school, the neighborhood or the community and city or area where the school is located   directly or indirectly influence the way a teacher performs his or her duties either positively or negatively. School contextual factors that are not supportive such as poor administrative leadership and the quality of the school building are associated with reduced teacher ability to play his or her roles within and outside the school (Buckley, et al., 2005; Lee, et al., 1991; Tye & O'Brien, 2002).

In addition, the research findings also concur with findings of Ingersoll, (2002), who puts it that schools with high poverty levels experience a 20% of teachers being unable to attend to their students and hence some of them end up permanently leaving the schools which affects teacher's levels of competency of those teachers that have remained in the school. In support of the relationship between school contextual factors and teacher competencies, Ostroff, (1992), puts it that school contextual factors provides high levels of motivation to teachers which enable teachers to become more effective and competent.

Nakasule, (2005), also stipulates that teachers working in schools with high levels of stress are more likely to miss days of work, which could potentially lead to falling behind in the curriculum hence reducing teacher competencies. This stress causes teachers dissatisfaction thereby negatively affecting teacher's morale and ultimately resulting into reduced motivation and competences of staff (Ostroff, 1992).

Furthermore, researchers with findings on the relationship between school contextual factors and teacher competencies include the following;

Maslach, Schaufeli, and Leiter, (2001), further stresses that teachers who experience burnout, that comes from prolonged periods of stress in their schools suffer physiologically and hence become detached from their responsibilities and roles. Low morale, burnout, and detachment counteract efforts to raise teacher competences.

Also, a study by Kearney, (2008), in mid West school district revealed that school contextual factors such as class size, support from parents, school learning environment, and availability of resources affects greatly the ability of teachers to perform their professional roles and the periods they spend in particular schools (National Centre for Education Statistics, 2010).

A re-examination of the relationship between school contextual factors and teacher competencies by Bogler, (2001), shows that positive school contextual factors such as school leaders who communicate with teachers while setting a tone for cooperation and a shared sense of vision makes teachers satisfied hence a positive attitude toward hard work so as to achieve the school's vision and mission.

Boe and Sunderland, (2008), studies indicate that a school community in which teachers work greatly affects the way a teacher performs his or her roles in a way that teachers' perceptions about parental involvement, poverty, student preparation, and student health will demotivate the teacher in form of being irregular in class, failure to examine students as required. As teachers perceive lower levels of parental involvement, student preparation, and student health and higher levels of poverty, they are more likely to be dissatisfied with teaching thereby affecting their levels of competencies.

5.1.4. Talent management and school contextual factors

Talent management and school contextual factors have a weak and positive relationship of 0.29 at a significance level of 0.01. Such results are similar to results of other researchers as explained below:

Research on the relationship between teacher retention and school characteristics has focused primarily on measures of the school's student composition. Schools with large concentrations of low-income, nonwhite, and low-achieving students are the most likely to experience high teacher turnover (Boyd et al., 2005). For example, in New York City, research revealed that there was a 27 percent reduction rate of first-year teachers in the lowest performing schools compared with a 15 percent reduction rate in the schools with the highest student achievement.

Research by Imazeki, (2005), further stipulates that teacher retention is higher when school contextual factors such as school policies can allow an offer of higher salaries to their teachers. These findings also match with findings by Ingersoll, (2001), which reveal that teacher turnover is higher in schools with low salaries, low teacher support from school administration, indiscipline students, and limited capability of teachers' input into school decision making.

Grissom, (2008), further puts it that principal leadership, an orderly schooling environment, greater classroom autonomy, and increased professional development is associated with lower teacher turnover.

In addition, research by Seltzer, Choi, Thum, (2003), widely cited their reviews of induction programs literature, made longitudinal measurements of various

schools that offered teacher trainings and support to novice teachers through mentoring. This research revealed that schools which offered training to new teachers had 96 percent of new teacher program participants remaining in their schools for more than four years after the induction.

In a study by Eberhard, Reinhardt-Mondragon and Stottlemeyer, (2000), that was conducted among 228 teachers with three or fewer years of experience, in 10 secondary schools showed that schools with the policy on teacher development which regularly mentored and trained their best performing teachers had many of their teachers reporting more one contact hour per week and were more likely to plan to remain in teaching than teachers in schools that had no training or induction programmes where teachers could report for less than one contact hour hence very few of these teachers were willing to stay in the teaching profession for more than two years.

Another examination of induction programs in California secondary schools offers similar indications that induction programs reduce teacher turnover by increasing retention rates. Pearson and Honig, (1992), used a variety of quantitative and qualitative data from 37 different induction programs in California secondary schools and found out that retention among novice teachers was, over a two year period, 87 percent overall and as high as 91 percent in urban schools that could identify, develop and put various strategies to retain the best performing new teachers.

Research has also shown that, teachers in schools that provide refresher courses tend to serve longer in these schools because they feel that they are learning

and growing, hence will be they will be less inclined to leave. On the other hand, teachers in schools where minimal resources were invested in teacher development and training could after a few years of service in these schools feel no longer growing and hence these teachers could begin to look externally for new job opportunities (Williamson, 2011). This makes development and learning critical for attracting and retaining employees, because talented people are inclined to leave if they feel they are not growing and stretching".

5.1.5: Talent management and teacher competency

Results reveal that the relationship between talent management and teacher competency is positive but weakly related with a correlation of 0.296. This is contrary to findings by previous researchers (Darling & Hammond 1999), who expressed that teacher trainings had a strong effect on the way teachers perform their tasks

In addition, a joint study by Harvard University and the Academy of Education, (2006) indicated that level of training obtained by a teacher contributed to rise in obtaining marks in Mathematics for students in grades four and five. The performance of a teacher before the class was dependent on training provided to him. The output of teacher is dependent on his knowledge and ability.

Also, other researchers such as Aggarwal, (2003), the training of teacher leads to the development of a positive attitude, and a purpose for the profession. In addition, Elena, 2000, when employees are developed for example through training, they are more satisfied with the job, more committed with the job hence performance will be increased. Therefore, employee development will increase teacher competency leading to organization effectiveness (Champathes, 2006).

5.2. Conclusion

Basing on the literature review and study findings, student engagement is predetermined by the prevailing conditions in school and at home. Therefore all schools should endeavor to provide favourable learning environment to the students in form of well painted classrooms with appropriate furniture that can enable student comfort and concentration during lessons.

Parents on the other hand are very influential in determining student engagement in secondary schools hence should always be supportive to the students in terms of checking on their conduct at school regularly and making a follow-up on their performance. This will strengthen the relationship between teachers and parents hence student engagement.

The capability of teachers greatly affects the level of student involvement in school activities since teachers are models that students imitate. The more teachers guide students on what they ought to do and not to do, the more likelihood of students to conform to the desired practices. Therefore, teachers should always be conscious of their conduct since students usually follow the footsteps of their teachers for instance, a teacher who presents untidy work to his or her class, his class will have a very high likelihood of presenting untidy work both in exams and in their books.

All schools need to embrace talent management by providing favourable school policies that will promote talent attraction, talent development and talent retention.

5.3. Recommendations

Basing on these research findings, the following recommendations can be drawn:

- Research should be done to find out other factors that undermine student engagement.

- Competency of teachers needs to be enhanced through talent development.

- Favourable school contextual factors need to be upheld in schools for teacher competency and student engagement.

5.4. Areas for Further Research

4) Further research should be conducted on ways of promoting talent management in secondary schools since talent management is not fully practiced in schools.

5) Further research should also be done to establish the relationship between student ages on their levels of engagement.

6) The research instrument used in this needs to be improved to increase its reliability.

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Appendices

Appendix 1: Teacher questionnaire

Dear teacher,

I am Balyejjusa Hafisa, a Masters student at Makerere University collecting data on a research topic: School Contextual Factors, Teacher Competence, Talent Management and Student Engagement in Private Secondary Schools in Busiro North, Naddangira Zone. You have been identified as a resourceful person in regard to my attainment of the Award of Masters of Business Administration, Makerere University. The data that will be provided is to be treated with confidentiality and will only serve as an input to my research topic. Please spare some 10 to 15 minutes to fill the questionnaire.

Instructions: Please **Circle** the best alternative according to your view.

Section A: Back ground information

1. School name……………………………………………………………………………….
2. Teacher's age

   a) 22- 27 years   b) 28- 33 years   c) 34- 38 years   d) 39 years and above

   3. What is the category of your teaching subjects in this school?

      a) Arts   b) Sciences

   4. What is your current status in this school?

a) Class room teacher b) Class teacher c) Administrator d) Head of department

   5. What is your highest level of education?

a) Diploma   b)Bachelors degree   c) Masters degree   d) PhD

   6. For how long have you been in the teaching profession?

a) 1- 3 years   b) 4-6 years   c) 7- 9 years   d) 10+ years
7. How old is this school?
a) 1- 5 years   b) 6- 10 years   c) 11- 14 years   d) 15 and more years.

8. Where is this school located?

a) Urban area   b) Peri-urban   c) Rural.

9. How many students are in this school?

a) 100- 500 students b) 600- 1000 students c) 1100 and more

10. How many teachers in this school?

a) 10- 25 teachers   b) 26- 41 teachers   c) 42-57 teachers   d) 58 and more teachers

11. The school was founded on the basis of;

a) Religion   b) government   b) Parents   c) Community.

Section B (Teacher Competences)

Please **circle** a code (1 to 6) for the most appropriate view according to your perception basing on the Key Result Area (KRA).

Very True	Fairly True	True	Not True	Very Untrue	Not Sure
6	5	4	3	2	1

KRA 1: When preparing a lesson,

Statement	Code					
Teachers regularly read the recommended reference books before a lesson.	6	5	4	3	2	1
Teachers often review the scheme of Work.	6	5	4	3	2	1
Most teachers make a reference to the teaching syllabus.	6	5	4	3	2	1
All teachers usually prepare a lesson plan.	6	5	4	3	2	1
Teachers Identify materials needed for the lesson early enough.	6	5	4	3	2	1

KRA 2: When teaching in class, teachers;

All teachers	Almost all Teachers	Most of the teachers	A few teachers	Very few teachers	None of the teachers					
6	5	4	3	2		1				
Review the previous lesson to link it to the current lesson.					6	5	4	3	2	1
Motivate students to participate in class.					6	5	4	3	2	1
Vary the methods of teaching depending on the student moods.					6	5	4	3	2	1
Use the lesson time to accomplish the planned work.					6	5	4	3	2	1
Respond to students questions adequately.					6	5	4	3	2	1

KRA 3: When setting and marking students' homework, classroom exercises, tests and examinations,

Very True of the teachers	Fairly True of the teachers	True of the teachers	Not True of the teachers	Very Untrue of the teachers	Not Sure of the teachers.					
6	5	4	3	2	1					
Statement					**Code**					
Teachers schedule time for exercises, tests and exams and notify students in advance.					6	5	4	3	2	1
Teachers regularly repeat highly failed topics for better understanding.					6	5	4	3	2	1
All teachers proof read all set questions before administering them to students.					6	5	4	3	2	1
Every teacher marks in time and meets students to discuss their performances.					6	5	4	3	2	1
Teachers revise all questions attempted by students while helping them to learn the question approach.					6	5	4	3	2	1

KRA 4: When in class and at school, students see teachers as;

All the time	Almost all the time	Most of the Time	Some of the time	Less of the time	Not all the time				
6	5	4	3	2	1				
Statement				Code					
Parents				6	5	4	3	2	1
Counselors				6	5	4	3	2	1
Disciplinarians				6	5	4	3	2	1
Friends				6	5	4	3	2	1
Mentors				6	5	4	3	2	1

KRA 5; When offering guidance and counseling to students,

For all students	For almost all the students	For most of the students	For some of the students	For very few students	For none of the students.					
6	5	4	3	2	1					
Statement					Code					
Teachers consider the student's background.					6	5	4	3	2	1
Teachers listen to students' problems and discuss with the administration for the way forward.					6	5	4	3	2	1
Teac hers invite resourceful persons in relevant professions to talk to students.					6	5	4	3	2	1
Teachers reward desirable behavior and punish un desirable behavior.					6	5	4	3	2	1
Teachers involve parents when taking disciplinary actions.					6	5	4	3	2	1

KRA 6: When organizing and facilitating co-curricular activities in accordance to education policy and school regulations,

Very True	Fairly True	True	Not True	Very Untrue	Not Sure				
6	5	4	3	2	1				
Statement				Code					
Teachers in this school plan the co curricular activities.				6	5	4	3	2	1
Teachers determine how many hours are required for co curricular activities.				6	5	4	3	2	1
Teachers take a responsibility to Identify talented students.				6	5	4	3	2	1

Students are always provided with materials for co curricular activities.	6	5	4	3	2	1
Teachers reward students who have excelled in each field.	6	5	4	3	2	1

KRA 7: When teachers are assigned a duty week, they do the following;

Always	Usually	Sometimes	Often	Rarely	Never
6	5	4	3	2	1

Supervise the cleaning of all the school premises.	6	5	4	3	2	1
Supervise the teaching during the week.	6	5	4	3	2	1
Draw up a programme for activities of the week.	6	5	4	3	2	1
Brief teachers on what transpired during the week.	6	5	4	3	2	1
Pay attention to students' welfare.	6	5	4	3	2	1

Section C: School Contextual Factors (School environment): Please continue with the circling of the best option according to your view.

Extremely true	Very True	True	Quite True	Untrue	Very Untrue
6	5	4	3	2	1

Most parents bring their children to school.	6	5	4	3	2	1
Parents attend all school meetings when called upon.	6	5	4	3	2	1
Parents help students in accomplishing their classroom tasks.	6	5	4	3	2	1
Parents pay school fees and other school requirements in time.	6	5	4	3	2	1
Parents attend school functions such as sports and School days.	6	5	4	3	2	1
The school gets involved in community work.	6	5	4	3	2	1
The classrooms are large enough to enable teachers get access to all students when teaching.	6	5	4	3	2	1
The classrooms are well ventilated and conducive for students learning.	6	5	4	3	2	1
The school allows students to interact with peers from other schools.	6	5	4	3	2	1
The school rewards teachers and parents with outstanding performances.	6	5	4	3	2	1
My school encourages students and teacher participation in co curricular activities.	6	5	4	3	2	1
My school location motivates students to learn.	6	5	4	3	2	1
Parents in my school are bothered with their children's performance.	6	5	4	3	2	1
The school policies promote teacher- parent relations.	6	5	4	3	2	1
Local leaders attend school functions when invited.	6	5	4	3	2	1
Teachers and students participate in voluntary communal work such as helping the elderly.	6	5	4	3	2	1
The school administration supports the teachers in enforcing discipline.	6	5	4	3	2	1
The school administration willing provides the necessary materials needed for effective teaching.	6	5	4	3	2	1
The school Mission Statement and its associated goal is well understood by school staff.	6	5	4	3	2	1
Decisions about the running of the schoolare made by the Principal or a small group of teachers.	6	5	4	3	2	1
It is difficult to change anything in this school.	6	5	4	3	2	1

The school library has adequate selection of relevant books.	6	5	4	3	2	1
There is constant pressure at school to keep working.	6	5	4	3	2	1
Most students are helpful and cooperative to teachers.	6	5	4	3	2	1
I feel accepted by other teachers.	6	5	4	3	2	1
The organization of this school reflects its goals.	6	5	4	3	2	1
I have to refer even small matters to a senior member of staff for a final decision.	6	5	4	3	2	1
The supply of school equipment and resources is adequate.	6	5	4	3	2	1
Staff meetings are always dominated by administrative matters rather than teaching and learning issues.	6	5	4	3	2	1
My colleagues make notice of my professional views and options.	6	5	4	3	2	1
Teachers have a little to say in the running of the school.	6	5	4	3	2	1

Section D: Talent Management

Please use the frequency scale below to evaluate the talent management practices from 1 to 9.

Always without fail	Most of the time	Half of the time	Less than half of the time	Less than a quarter of the time	Never
6	5	4	3	2	1

Employees who demonstrate superior performance and a potential to become high achievers are identified and guided in how to excel or become better.	6	5	4	3	2	1
On a regular basis, each employee discusses the goals to achieve and agrees on the targets for each goal.	6	5	4	3	2	1
When an individual performs well above expectations, she or he gets feedback from management.	6	5	4	3	2	1
Employees who perform consistently below expectations are given a warning and eventually terminated.	6	5	4	3	2	1
Resources such as accelerated salaries, bonuses and benefits are made available for retaining superior performers.	6	5	4	3	2	1
Resources such as training opportunities are made available for developing individuals who demonstrate capacity to perform.	6	5	4	3	2	1
The Head teacher and Director of studies takes more than a keen interest in ensuring that the goals and targets for each individual are set and known.	6	5	4	3	2	1
The person in charge of Human Resource personally drives the process of target setting.	6	5	4	3	2	1
My school has a formal talent management system and procedure that are used regularly to assess employees' potential to take on more responsibilities.	6	5	4	3	2	1

Use the frequency scale below to evaluate the talent management practices from 10-12.

Every employee	Most Employees	Many of the employees	Some of the employees	Few employees	None of the employees
6	5	4	3	2	1

All employees are measured against a clear set of competences or values.	6	5	4	3	2	1
All employees are trained in integrating the organization's core values, Vision and Mission in their daily tasks.	6	5	4	3	2	1
Target setting is taken seriously and all employees are trained in setting goals and targets.	6	5	4	3	2	1

Please use the frequency scale below to evaluate the talent management practices from 13-16.

This is extremely true of this school	This is true of this school	This is extremely true of this school	This is somehow true of this school	This is somehow untrue of this school	This is extremely untrue of this school
6	5	4	3	2	1

My school has a clear appraisal system that enables individuals to discover whether they are or not able to demonstrate superior performance and potential to grow.	6	5	4	3	2	1
This school has a clear system of separating employees into groups based on employee capacity to set higher targets for themselves.	6	5	4	3	2	1
This school has a clear system of separating employees into groups based on employee capacity to perform.	6	5	4	3	2	1
This school has a clear and well publicized set of skills, knowledge and abilities or value that drives the business.	6	5	4	3	2	1
My school has a clear appraisal system that enables individuals to discover whether they are or not able to demonstrate superior performance and potential to grow.	6	5	4	3	2	1
This school has a clear system of separating employees into groups based on employee capacity to set higher targets for themselves.	6	5	4	3	2	1
This school has a clear system of separating employees into groups based on employee capacity to perform.	6	5	4	3	2	1
This school has a clear and well publicized set of skills, knowledge and abilities or value that drives the business.	6	5	4	3	2	1

Section E: Student engagement. Teacher engagement report form for measuring students 'engagement. Please rate the students of your class on the behaviors listed below.

This is very much like my students	This like my students	This is somewhat like my students	This is a little like my students	This is not like my students	This is not like my students at all
6	5	4	3	2	1

Students volunteer answers without fear of whether it is right or wrong	6	5	4	3	2	1
Students seek assistance regularly.	6	5	4	3	2	1
Students participate in co curricular activities.	6	5	4	3	2	1
Students ensure the class is quiet.	6	5	4	3	2	1
Students complain when the teacher misses a lesson.	6	5	4	3	2	1

Students cover a teacher by discussing numbers with fellow students.	6	5	4	3	2	1
Students inform the administration of what is going wrong.	6	5	4	3	2	1
Students are eager to help other students in all school activities.	6	5	4	3	2	1
Students never miss class	6	5	4	3	2	1
Students are able to forego break or lunch to finish their work.	6	5	4	3	2	1
Students are friendly to teachers.	6	5	4	3	2	1
Students feel bad if their grades are low.	6	5	4	3	2	1
Students volunteer in activities like doing general cleanliness.	6	5	4	3	2	1
Students pin encouraging messages on the notice board.	6	5	4	3	2	1
Students are willing to share knowledge with their colleagues.	6	5	4	3	2	1
Students attempt questions on their own and take them for marking.	6	5	4	3	2	1
Students are eager to look at UNEB past papers when still in lower classes.	6	5	4	3	2	1
Students seek career guidance.	6	5	4	3	2	1
Students advice each other when in wrong.	6	5	4	3	2	1
Students do home work willingly.	6	5	4	3	2	1
Students finish their assignments in time.	6	5	4	3	2	1
Students participate in club activities	6	5	4	3	2	1
Students are always in the right place at the right time.	6	5	4	3	2	1
Students often use the library.	6	5	4	3	2	1

END OF QUESTIONNAIRE. Thanks for this precious time lent to me.

Student Engagement Questionnaire

Dear student, I am Balyejjusa Hafisa carrying out a research study on student engagement. This is part of my requirements for the award of a Masters Degree in Business Administration. You have been therefore identified as the potential person to provide me with the required data.

Please fill this questionnaire for it will only take 10 to15 minutes. All the information provided will be treated with very high levels of confidentiality. Please do not write your name anywhere on this questionnaire. I will be very grateful for your positive and accurate responses. Thank you very much for your precious time.

Instructions: Please **tick** as appropriate depending on your own view.

Background information

Sex: a) Female   b) Male

Age: a) 12- 15years   b) 16 – 19 years   c) Above 19 years

Class: a) S.1   b) S.2   c) S.3   d) S.4   e) S.5 f) S.6

Years spent in this school: a) 0- 1 year   b) 2-3 years   c) More than 3 years

Name of School………………………………………………………………………………

Student Engagement Questionnaire Response Guide

Very True	Fairly True	True	Not True		Very Untrue	Not Sure
6	5	4	3		2	1

No.	Item	Response					
		6	5	4	3	2	1
1)	I am very interested in learning.	6	5	4	3	2	1
2)	I think what we are learning in school is interesting.	6	5	4	3	2	1
3)	I like what I am learning in school.	6	5	4	3	2	1
4)	I enjoy learning new things in class.	6	5	4	3	2	1
5)	I think learning is boring.	6	5	4	3	2	1
6)	I like my school.	6	5	4	3	2	1
7)	I am proud to be at this school.	6	5	4	3	2	1
8)	Most mornings I look forward to going to school.	6	5	4	3	2	1
9)	I am happy to be at this school.	6	5	4	3	2	1
10	I try hard to do well in school.	6	5	4	3	2	1
11	In class, I work as hard as I can.	6	5	4	3	2	1
12	When I am in class, my mind wonders.	6	5	4	3	2	1
13	If I have trouble understanding a problem, I go over it again until I understand it.	6	5	4	3	2	1
14	I am always eager for break and lunch time.	6	5	4	3	2	1
15	When I run into a difficult home work problem, I keep working at it until I understand it.	6	5	4	3	2	1
16	I am an active participant of school activities such as debate, sports and school picnic.	6	5	4	3	2	1
17	I take an active role in extracurricular activities in my school.	6	5	4	3	2	1
18	When I study, I try to understand the material better by relating it to things I already know.	6	5	4	3	2	1
19	When I study, I figure out how the information may be useful in the real world.	6	5	4	3	2	1
20	When learning new information, I try to put it in my own words.	6	5	4	3	2	1
21	When I study, I try to connect what I am learning with my own experience.	6	5	4	3	2	1
22	I make up my own examples to help me understand the important concepts I learn from school.	6	5	4	3	2	1
23	When learning things for school, I try to see how	6	5	4	3	2	1

	they fit together with other things I already know.						
24	When learning things for school, I often try to associate them with what I learnt in other classes about the same or similar things.	6	5	4	3	2	1
25	I try to see some similarities between things I am learning for school and things I know already.	6	5	4	3	2	1
26	I try to understand how the things I learn in school fit together with each other.	6	5	4	3	2	1
27	I try to match what I already know with things I am trying to learn for school.	6	5	4	3	2	1
28	I try to think through topics and decide what I am supposed to learn from them, rather than studying topics by just reading them over.	6	5	4	3	2	1
29	When studying, I try to combine different pieces of information from course material in new ways.	6	5	4	3	2	1
1)	I volunteer answering questions without fear of whether it is right or wrong.	6	5	4	3	2	1
2)	I seek assistance regularly.	6	5	4	3	2	1
3)	When in class, I ensure it is quite.	6	5	4	3	2	1
4)	I complain when my teacher misses a lesson	6	5	4	3	2	1
5)	I always inform the administration of what they think is going wrong.	6	5	4	3	2	1
6)	I am eager to help other students.	6	5	4	3	2	1
7)	I never miss class	6	5	4	3	2	1
8)	I am ready to forego break or lunch to complete work.	6	5	4	3	2	1
9)	I am friendly to teachers.	6	5	4	3	2	1
10	I feel bad if grades are low.	6	5	4	3	2	1
11	I volunteer in activities like cleaning classroom.	6	5	4	3	2	1
12	I am willing to share knowledge with other students.	6	5	4	3	2	1
13	I attempt questions and take them for marking.	6	5	4	3	2	1
14	I advice others when in wrong.	6	5	4	3	2	1
15	I willingly do my home work.	6	5	4	3	2	1

End of Questionnaire. Thank you for your precious time.