A study on Academic Self-Efficacy as a Predictor of Student Engagement among Management Students

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Abstract

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

Keywords: *Management Education, Academic Self-Efficacy and Student Engagement*

Introduction:

The time and efforts spent by the students in capitalizing academic activities is known as student engagement (Trowler, 2010 p.33). Student engagement can also be defined as students' involvement and commitment to all academic and nonacademic activities in the campus (Hu & Ching, 2012). It can also be defined as how students' spent time with full energy to the academic tasks (Wanner, 2015; Haagenson & Schlangen 2016; Gunu & Kuzu, 2014; Burden *et al;* 2014). Various researchers have found that student's improved performance is connected to student engagement (Bakker, Vergel & Kuntze, 2015). However, students' performance of higher education institutions is a serious concern. So we need to think various interventional strategies to engage students for effective learning and academic performance. Moreover, studies have shown that student engagement in the educational institutions have contributed to academic performance and outcomes (Hu,Ching, 2012, Kuh, 2009).

Academic self-efficacy have been studies in the past among school students, especially the school students (Shahrzad Elahimotlagh *et al;* 2011; Ahmad, Safaria ,2013; Rooji, Jansen and Grift, 2017), among undergraduate students (Yusuf, 2011), Higher education,(Dinther ,Dolhy and Segers,2011), among Physical education and sports education courses(Biricik & Belli, 2016).These studies have explored the relationships between self-efficacy and students' academic achievement in primary education, adult's learner levels, effect of self-efficacy on college student's performance, analysis of student engagement on the relationship between academic self-efficacy of school students. No studies, to the best of our knowledge have looked into the individual factors of self-efficacy of students and its effect on student engagement in higher education setup. Thus, we found that very limited research has been done to examine the effect of different factors of ASE on student engagement especially among management students. Once students are clear about their goals (which may lead to self-belief) they gain confidence to perform better day by day in their study. In 1977, Bandura introduced the concept of self – efficacy which can effect and change the individual behaviour. Self-efficacy theory emphasized that how individual develop interest, motivation, progress and achievement interacts within self (own action) and also his or her thoughts in a

given task (Yusuf, 2011). Research indicated that students with lack of self-belief and confidence in various academic tasks possess negative thoughts and do not show any interest in learning. On the contrary, college students having academic self –efficacy tend to develop strategies to learn individually, want to progress in academic and really engage in learning process. Students' academic self-efficacy has become a predetermining factor. Such belief and efficacy of students' will affect their decisions for, motivation, behaviour and learning. Moreover, academic self-efficacy has been found playing a key role in student engagement (Chang & Chien, 2015, Veresova, M., Foglova, L., 2018). The student having academic self –efficacy always increase ability to acquiring new skills and engaging in learning (Janine, 2016, Crippen *et al;* 2009). The above findings suggested that academic self-efficacy strengthen students' beliefs, interest, motivation and process of acquiring knowledge by affecting their interest to perform the task (Dinther, Dochy, Segers, 2011, Cetinkalp & Turksoy, 2011). Once students' confidence and self- belief go up, they may gain interest and engage themselves to academic tasks. So, educational institutions and faculty members need to understand the importance of students' behaviour and to recognize the importance of the need to boost the self-confidence in them to learn, to actively participate in class discussion, to perform better in the class and to find ways to motivate students to succeed in academic activities. In the past researchers have tried to apply social cognitive theory and Bandura`s Academic self-efficacy theory (Shahrzad Elahimotlagh *et al;* 2011; Dinther, Dochy and Segers, 2011; Razek and Coyher, 2014; Park *et al;* 2012) to study aspects like managerial effectiveness, self-efficacy belief, students' behaviour, competency and motivation in relation to academic performance and self-regulated learning for academic performance.

1.1 Need of the Study & Research Motivation:

Further student engagement has not been applied in higher educational institutions in a proper way (Singh Anup & Srivastava.S, 2014). Educational institutions must be aware about student engagement, its various approaches and intervention strategies, as disengaged student become disruptive and destructive (Gross,P.,Sonnemann,J.,2017). Educational institutions must have information about the different students, courses to introduce appropriate strategies to engage students (Mohapatra & Sharma, 2010). Student engagement has the capacity to bring about a competitive advantage of a university and management colleges (Singh & Srivastava, 2013). Over the past twenty five years, student engagement has been prominently studied by researches because of its potential for addressing problems of lack of students' interest in study, poor academic performance, irregular to class, less attendance and more dropout rates (Wang, Eccles & Mehra, 2017). Hence, there is a need to identify the effect of academic self-efficacy factors individually on student engagement among UG & PG management students. The researcher got the motivation to undertake the current research study, being himself as a management faculty in the field of higher education and thereby dealing management students for last five years. In his current role, he has been witnessing as to how students' goals play a vital role in their academic performance. Majority of students' attention span is very less in the class and they are not active in the class and their lack of self-confidence and self-belief leads students to disengage. With these experiences, observation and literature review in mind, the researcher felt motivated to undertake a systematic study among undergraduate and postgraduate management students in Bengaluru to examine the effect of academic self-efficacy factors individually on student engagement among UG & PG management students. The researcher believes that such an empirical study would guide the management faculty members, students and various stack holders of management institution with clarity on the process to develop suitable goals and students' belief to perform academically.

1.2 Objectives of the Study

- To identify the effect of individual factors of academic self-efficacy on student engagement among UG Management students.
- To identify the effect of individual factors of academic self-efficacy on student engagement among PG Management students.

2.1 Literature Review:

This chapter includes the available literature review relevant to the variables under study. During review of literature, the keywords identified for literature searched were seminal paper on engagement, student engagement, antecedents of student engagement, goal orientation, personal efficacy and student engagement and academic self-efficacy in different context.

2.1.2 Academic Self-Efficacy

Shahrzad Elahimotlagh *et al*; (2011**)** in their study on the relationship between self-efficacy and academic achievement in per education level. Results revealed that awareness, discipline are correlated with academic achievement and the self-efficacy factors have a significant effect on academic progress of students'. Yusuf (2011) in his study attempt to see the impact of self- efficacy, achievement motivation and self –regulated learning strategies on students' academic achievement of undergraduate student. The research found that there was a significant effect between student's self-efficacy and academic achievement. Ahmad and Safaria (2013) in their research titled "Effects of self-efficacy on students' academic performance" confirmed that student who has a self believe can set higher goal and can achieve higher grade than student who is not confident. Further study found that student who is confident will prefer to take academic risk than low self-efficacy student. The study concluded that teachers are very important in developing high self-efficacy among students. Further study revealed that developing and promoting virtual learning environments, which can provide positive experiences and to help students to enhance their capacity, belief for self-learning. Teacher should have an important role to play for improving student's skills and potential and improving self-belief (Maria Goulao (2014). Razek and Coyner (2014) in their research titled "Impact of self-efficacy on Saudi students' college performance." found that self-efficacy leads to student academic achievement and can influence students for their academic goals and their achievement level. Faculty can play an important role to design interactive and collaborative learning experiences which can impact the academic performance of students. Chang and Chien (2015) conducted a correlation analysis on student engagement and academic self-efficacy and found that when students' academic self-efficacy enhance, student engagement will increase. Biricik and Belli (2016) in their study titled "The study of academic self-efficacy of the students studying in the departments of physical education and sports" found that participants' academic self-efficacy level in relation to gender where some significant differences in their cognitive practices and found that female students have more academic self-efficacy than male students. Also, a significant difference was found that female is more efficient than male students in respect of social conditions of their environment. Further the result indicated that the students who do sports regularly have self-belief than those who do not do sports regularly. Researchers concluded that sports activities enable students to gains a competitive spirit, group disciple and a determination to achieve his / her goal and there can be many benefits of developing self-belief in students. Rooji, Jansen and Grift (2017) in their study attempted to investigate to understand about the factors effecting primary school students' self-efficacy in terms of being successful university students. The study revealed that need for acquiring knowledge, interest to learn in the class are directly related to academic self-efficacy .Because of this students' gain confidence when they will go for further education. Kolo , Jaafar and Ahmad (2017) conducted a study titled "Relationship between academic self-efficacy belief of college students and academic performance "and found that result of student task performance is related to their self-efficacy beliefs. Also study elaborated further that students should be given a chance to expose to different training progrmmae to increase self-efficacy that they can really perform well and engage academically which can improve academic achievement of students positively. Further study found that there is a significant correlation between emotional intelligence and their interest on study. Students' self-belief to perform various tasks in class is associated with academic eagerness and which can be through appropriate methods of teaching, mentoring, student's engagement and giving attention to students' interest (Bidhendi , Karbasi and Vakilian ,2018)

2.1.3 Student Engagement

The researcher has reviewed several previous studies on student engagement as part of conducting the present study. As per a seminal study conducted by Astin (1984), in this study researcher referred involvement as the time individual invest with interest and full of energy in various tasks and activities. Tasks and activities are highlighted as student experience and preparing for examination. This theory is not only on student development but also an opportunity for educators to use as a tool for designing more effective student engagement intervention strategy and learning environments. Skinner and Belmont (1993) conducted a study on the effects of three dimensions of behavioural style of teacher and student (behavioural and emotional) engagement. The analysis found that based on teacher interaction was key to students' experience in the classroom and that teachers' support positively affected on school student's motivation across the school year. It also found a positive relationship on student motivation and teacher behavior. Klem and Connell (2004) in their research titled "Linking teacher support to student engagement and achievement" and found that support from teacher is important to student to interact more with teacher regularly and caring behaviour are highly appreciated by students to engage in the class.Singh and Srivastava (2013) conducted a research titled "Antecedents and consequences of student engagement in an Indian Management Education setting." The study found that all antecedents (faculty, Institutions support

system, and staff support and campus facilities) were significantly related with student engagement. The study highlighted that B-Schools can increase student engagement by focusing on both self, classroom and group levels of student engagement. B-Schools should give importance to classroom, group's engagement and design academic tasks to ensure students work collaboratively.Kashif and Basharat (2014) made a study to examine the effect of class room activities on university students' engagement. The research found that the majority of student participants highlighted that engagement is a behavioral aspect. The respondents highlighted that they regularly engage themselves with the instructional behaviour, participating in the class activities and learning environment created by faculty. Some of the respondents have clear goals and are engaged more in the class. The study concluded that most of the students regularly engaged more during discussion and games as compared with the traditional teaching. Marx, Simonsen and Kitchel (2016) attempted a study on engagement .The study found that the strength of the classroom and teacher communication, interpersonal skills significantly predicted student course engagement. Further study highlighted that teachers who interest to teach the subject and concern for students' development can positively influence student engagement in the class, which can further increase student's cognitive processes to engage and learn effectively. Winsett Cary *et al.* (2016) conducted a research on impact of group experimental learning on student engagement. A sample of 88 undergraduate business management students demonstrated through group discussion, group projects and group work affect the student engagement dimensions in different ways were observed in this study. The study found that group discussion drives significant engagement in the class. These result recommended educators to increase student engagement and student learning. Mathur *et al;* (2018) in their research titled "Antecedents of student behavior and attitude among students in college context" provide insight into measuring the antecedents of students' behavior and attitude among college students. In this study the data was collected through students who were studying in private institute. The study was to investigate the impact of college student behavior an attitude related to college context variables and to check mediation between high quality pedagogy, student attitude and behavior. The result of the study indicated that the teacher support was not found a contributor towards student behavior and attitude. Moreover, quality instructional methods, academic expectations contributed significantly towards student behavior and attitude. It was clear that expectation played a crucial and necessary role as the result indicated as mediating variable between high learning pedagogy and student behavior and attitude. The study concluded that the private institute of Gwalior is significantly able to develop good teaching and learning environment as high learning pedagogy and expectations, and providing quality of teaching to students.

2.2 Research Gap:

From the previous research, it is evident that extensive research has been done in the past on goal orientation approach, academic self-efficacy, student engagement in school and college education space. Very limited research has been done on the aspect of academic self-efficacy among management students in particular in higher education and no studies, to the best of my knowledge, have been conducted to understand the effect of individual factors of academic self-efficacy on management (UG & PG) student to engage in academic and non-academic tasks.

2.3 Identification of factor:

Factor Analysis of Academic Self-efficacy: 4 factors have been identified and looking at rotated component matrix table combination of each formed factor can be seen. The names of each factor are as follows: - **ASE 1 –** Self-belief, **ASE 2 –** Effective commitment, **ASE3 –** Effort, **ASE4 –** Academic interest. Factor score for each factor was calculated and used for further analysis. The factors have been discussed in detail in the next section.

Conceptual Frame work

Figure No: 1
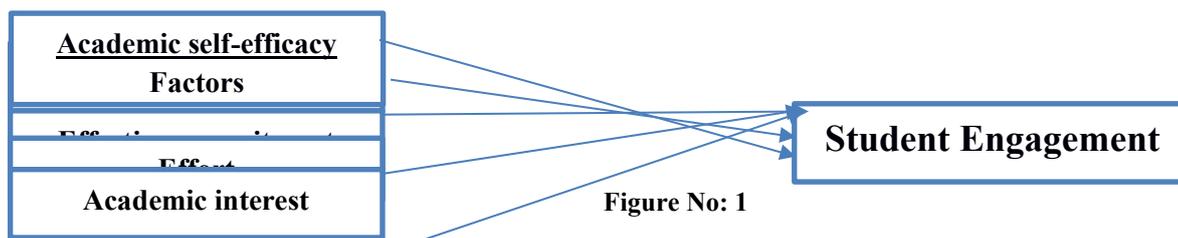
The Conceptual Framework

2.4 Hypotheses for the study

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

2.4.2 Academic Self-Efficacy factors:

<u>*Self-belief on Student Engagement:*</u>

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

Hence, we can hypothesize that

H6: There will be a significant effect of self –belief on student engagement among both UG & PG Management students.

<u>*Effective commitment on Student Engagement:*</u>

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

Hence, we can hypothesize that

H7: There will be a significant effect of effective commitment on student engagement among both UG & PG Management students.

<u>*Effort on Student Engagement:*</u>

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

Hence, we can hypothesize that

H8: There will be a significant effect of effort on student engagement among UG & PG Management students.

<u>*Academic Interest on Student Engagement:*</u>

Academic interest was defined "as a desire to gain academic knowledge in one's field of interest and to conduct research-based activities because students find it interesting and enjoyable" (Rooji,Jansen & Grift,2017 p.542). Student engagement

lies on students' interest and involvement in learning activities (Saeed & Zyngier, 2012). Further research confirmed that the students' who are disengage having less interest and commitment to learn, whereas engaged students show interest to learn for achieving the highest academic result (Saeed & Zyngier, 2012). In various researches academic Interest described as motivational variables which referred to the mental and emotional state of engaging to particular class, events, and ideas. Further defined interest as like, interest towards certain task to perform. From the person-object theory, which reflects that interest comes from self-motivation (Rooji, Jansen & Grift, 2017 p.537-538). Further research evidence implies that academic interest influences self-efficacy and involvement in academic task and greater interest lead to more academic self-efficacy. Academic Interest implies students desire to gain some extra knowledge and interest in research activity (Rooji, Jansen & Grift, 2017).

Hence, we can hypothesize that

H9: There will be a significant effect of academic interest on student engagement among both UG & PG Management students.

3.0 Research Methodology:

Variables under Study

The variables under examination in this study were:

Independent Variable: Academic Self-efficacy Factors

Dependent Variable: Student Engagement

Scope of the Study

The study was conducted among management students pursuing UG and PG courses by regular mode in the private universities, and reputed colleges situated within Bengaluru City. This study is to examine the effect of academic self-efficacy on student engagement in management students. Further, this study will provide an insight to explore the effect of individual factors of academic self-efficacy in UG & PG management students, and further help the management institutions to increase student engagement for academic performance of students.

Research Design

This research was a survey-based design. The sample population was from reputed management institution from Bengaluru. The sample consisted of 246 respondents, drawn from various reputed management institutes located in Bengaluru. A Questionnaire was developed and distributed among undergraduate and post graduate management students. The undergraduate students were 101 and while postgraduates were 145 in numbers. For data collection statistical tools were used in this research study. (See the below section)

Data Collection Technique

Hence to fulfill the objective of the study, sampling frame of undergraduate and post graduate management students and data collection techniques were used for convenience (Karle, 2016). The variables were selected using literature review and various expert academicians were contacted. academic self-efficacy and student engagement were three main variables identified after rigorous literature analysis and expert interview. The questionnaire was formed for each selected variable using 5-point Likert scale (Jaidev & Chirayath, 2013). 27 questions were formed under academic self – efficacy and 17 questions under student engagement. The questionnaire was rotated amongst 300 students and 246 replied to the questionnaire, hence the response rate was 82.33%. The data analysis for each variable was converted in to few factors using factor analysis (Dogan, 2014). Factor score for each variable like academic self-efficacy was calculated, and correlation, regression was formed. Also, statistical tools: factor analysis, correlation and regression were used for data analysis in this study (Gafooor, Kurukkan, 2015 & Uden, Ritzen, Pieters, 2014).

3.1 Factor Analysis:

Data collected for each variable was converted into few factors using factor analysis (Dogan, 2014). Factor score for each variable like Academic self-efficacy was calculated. Factor analysis for each variable is depicted below:

ASE: Factor Analysis Result

	Component			
	1	2	3	4
I ask questions to my faculty in the class.	.785			
I express my opinion when I do not understand the lectures.	.709			
I involve in academic discussions with my classmates and faculty in the class and outside the class.	.676			
I make an attempt to meet the deadline for projects, group assignments and presentation.	.597			
I can demonstrate to my faculty that I am one of the best students in the class.	.567			
I can use the library effectively to get information for class assignments.	.562			
Irrespective of the subject, I am competent in learning.	.541			
I am popular in my class among my classmates and faculty members.	.425			
I can learn effectively if faculty is having excellent communication skills.		.714		
I have responsibility to success my assigned task given by faculty.		.649		
I ask for help from my classmates when I have issues in subject's matters.		.634		
I am confident that I can perform effectively on many different tasks with the help of faculty.		.584		
I can always manage to solve difficult problems if I try hard enough.		.584		
I am eager to have academic activities with classmates.		.532		
I can do by my best for extra circular activities.		.531		
I produce my best work in examinations, assignments & presentation.		.467		
I can communicate my goals and expectations to my faculty effectively.			.730	
My faculty always stimulates me for academic development.			.713	

My faculty encourages students to promote our abilities to others in the class and inside the campus.			.696	
How well can you get faculty to help you when you get stuck on assignment and academic tasks?			.524	
I consider that I fail to develop a healthy relationship with my faculty.				.882
When I study the new concept, I cannot recall the related knowledge from the earlier classes.				.842

3.2 Correlation Analysis:

Overall analysis of Academic self-efficacy factors on Student engagement of UG Management Students. Descriptive statistics is illustrated in Table 3.

ASE Factors	Academic Self-Efficacy - ASE	3.82	0.43	0.04
ASE1	Self – Belief	-0.01	0.89	0.09
ASE2	Effective Commitment	0.16	0.95	0.09
ASE3	Effort	-0.23	1.07	0.11
ASE4	Academic Interest	-0.05	1.03	0.1
DV**	Student Engagement (SE)	3.93	0.57	0.06

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Table 3: Mean, Standard Deviation (SD) and Standard Error (SE) of features
** - Dependent Variable * - Independent Variable

Regression:

- We found the significant effect of ASE1 on SE (n=101, $F_{(1,99)}$ = 26.783, pr(>F) = 0.000, t= 5.175, p(t)=0.000)
- We found the significant effect of ASE2 on SE (n=101, $F_{(1,99)}$ = 26.903, pr(>F) = 0.000, t= 5.187, p(t)=0.00)
- We found the significant effect of ASE3 on SE (n=101, $F_{(1,99)}$ = 8.022, pr(>F) = 0.006, t= 2.832, p(t)=0.006)
- We found the insignificant effect of ASE4 on SE (n=101, $F_{(1,99)}$ = 0.305 pr(<F) = 0.582, t= 0.552, p(t)=0.582). (Refer the regression result in annexure-7.)

Overall analysis of Academic self-efficacy factors on Student Engagement of PG Management Students. Descriptive statistics is illustrated in Table 4.

IV	Academic Self-Efficacy - ASE	3.85	0.54	0.04
ASE1	Self – Belief	0.01	1.07	0.09
ASE2	Effective Commitment	-0.11	1.02	0.08
ASE3	Effort	0.16	0.91	0.08
ASE4	Academic Interest	0.04	0.98	0.08
DV**	Student Engagement (SE)	3.91	0.56	0.05

Table 4: Mean, Standard Deviation (SD) and Standard Error (SE) of features
** - Dependent Variable * - Independent Variable

- We found the significant effect of ASE1 on SE (n=101, F(1,99) = 29.542, pr(>F) = 0.000, t= 5.435, p(t)=0.000)
- We found the significant effect of ASE2 on SE (n=101, F(1,99) = 91.361, pr(>F) = 0.000, t=9.558, p(t)=0.000)
- We found the significant effect of ASE3 on SE (n=101, F(1,99) = 58.035, pr(>F) = 0.000, t= 7.618, p(t)=0.000)
- We found Insignificant effect of ASE4 on SE (n=101, F(1,99) = 1.801, pr(<F) = 0.182, t= 1.342, p(t)=0.182) . (Refer the regression result in annexure-7.)

Findings:

Academic Self-Efficacy and Student Engagement			
Hypothesis is formed	**Among Students**	**Statistical Tools used**	**Finding**
: There will be a significant effect of Self-Belief factor on Student Engagement	UG Students	Factor Analysis, Correlation & Regression	Significant
	PG Students		Significant
: There will be a significant effect of Effective commitment factor on Student Engagement	UG Students	Factor Analysis, Correlation & Regression	Significant
	PG Students		Significant
: There will be a significant effect of Effort factor on Student Engagement	UG Students	Factor Analysis, Correlation & Regression	Significant
	PG Students		Significant
: There will be a significant effect of Academic Interest factor on Student Engagement	UG Students	Factor Analysis, Correlation & Regression	In significant
	PG Students		In significant

Research finding is illustrated in Table 5

4.0 Discussion & Conclusion:

4.1 General Discussion:

Student engagement have been a major concern for faculty members and educational institutions who want students to achieve better in the academic and motivate to learn. The present study employed factor analysis, correlation and regression analysis to determine the individual factors of academic self-efficacy (ASE1, ASE2, ASE3, ASE4) could be predictors of student engagement among UG & PG management students. The engagement in educational institutions in learning is a continuous process from individual to group activities and various researches have studied to understand the academic behavior of college students, which can affect their engagement in the class and campus.

In this study researcher tries to find out the individual factors of academic self-efficacy effect on UG & PG management students. An understanding of students' behaviour and interest level is considered to be an important factor in achieving academic performance. It was found that ASE1- self –belief has a significant effect on student engagement among UG & PU management students. This finding is similar to various research which have found the effect of self-efficacy, belief on school students' motivation, engagement and students' performance (Motlagh *et al;* 2011). Self-belief is important for students for acquiring higher knowledge, learning process, interest, motivation to engage in various academic activities (Yusuf, 2011). Further results found that ASE2- effective commitment has a significant effect on student engagement among UG & PG management students and ASE3-effort has a significant effect on student engagement among UG & PG management students. The reason for this could be that once students' belief on self that, they can perform the academic task which can encourage students to gain interest and committed towards various academic task and they want to actively participate and perform and stay committed towards the assigned academic and nonacademic tasks. Previous literature revealed that effort encourage greater student engagement (Rodgers, 2008, Ahmed, Zaman, Samaduzzaman, 2012). The study also found that effort has a significant effect on student engagement among UG & PG management students. The reason for this could be once students show interest to participate they give extra effort on given tasks. When students develop their academic goals they want to give effort required to achieve the goals and involve regularly with faculty members for feedback, improvement and are motivated towards assigned academic and non-academic tasks. When effect of ASE4- academic interest on student engagement among UG & PG management students were tested, the result found insignificant.

4.3 Practical Implication for future:

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

4.4 Limitations & future scope of work

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

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