

**INDICATORS OF STUDENT ENGAGEMENT AT BROADWAYS SECONDARY
SCHOOL IN THIKA SUB-COUNTY, KIAMBU COUNTY.**

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HUMANITIES AND SOCIAL SCIENCES, IN PARTIAL FULFILLMENT OF THE
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STUDENT DECLARATION

This project is our original work and has not been submitted for the award of a degree at any other institution.


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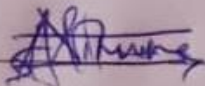
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DEDICATION

This project is devoted to our parents, whose motivation and full support has been the foundation of our academic journey. We also devote this work to all educators who strive to foster student engagement in classrooms, helping shape the future of learners across the country.

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OPERATIONAL DEFINITION OF TERMS

Class Engagement – It is the level of involvement, interest, and active participation demonstrated by students during the learning process.

Indicator – Sign or signal that shows the state or level of something.

Behavioral Engagement – Refers to students' active participation in class activities.

Emotional Engagement – Involves students' attitudes towards learning.

Cognitive Engagement – Refers to the effort and strategies students use to understand and master the content being taught.

ABSTRACT

Class engagement is an essential factor in enhancing academic achievement and promoting positive social behaviors among students. This study investigates the indicators of class engagement in Broadways Secondary School, located in Thika Sub-county, Kiambu County. The purpose of the research is to examine the indicators of class engagement, factors that influence engagement, and assess the impact of engagement on academic. We employed a descriptive research design, targeting teachers and students at Broadways Secondary School. Stratified random sampling was used, where a sample of 10 teachers and 100 students were selected. Data collection instruments included questionnaires observations and interviews, which were analyzed using descriptive statistics and thematic analysis. Findings of the study were expected to reveal the main indicators of class engagement, such as behavioral, emotional, and cognitive engagement, along with the influence of teaching methods, classroom environment, and student attitudes engagement levels. This study will contribute to a deeper understanding on how to foster class engagement, leading to improved academic outcomes and positive behavioral changes among students. The recommendations derived from this study will offer quality insights for teachers, school administrators, and policymakers in achieving student engagement in Kenyan secondary schools.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This explores the indicators of class engagement at Broadways Secondary school, providing insights that can help educators create a more dynamic and inclusive learning environment.

1.1 Background of the Study

Class engagement is the degree of involvement, interest, and active participation demonstrated by students during the learning process. Research shows that students who are engaged are likely to achieve academic success and exhibit positive social behaviors, while disengaged students may struggle academically and behaviorally (Fredricks, J. A., Wang M. T., Linn, J. s., & Allensworth, E. M. 2019). Teachers and policymakers are worried about how engaged students are in classes. This is especially true in Africa, where education systems are still having challenges on meeting the needs of the 21st century. In Kenya and many other African countries, students not doing well in school has often been linked not just to the curriculum or resources, but also to how involved they are in the learning process. Active participation, attention, and interaction in classrooms are now seen as requirements that ensure students get a good education and have meaningful learning experiences. Teachers in sub-Saharan Africa have had a hard time fully engaging all of their students because of problems like overcrowded classrooms, lack of teacher training, and social and economic barriers. UNICEF (2021) says that many students in African schools are physically there but mentally absent because they are hungry, not motivated, or don't like engaging in class activities. These problems make it hard for teachers to analyze the learner's learning ability and how to help them. Studies in most African countries show how important it is to determine what real classroom engagement looks like, especially through things that are visible things, like how often students participate in class, finish their homework, take notes, or ask questions. These signs help teachers figure out if students are really learning.

The Kenyan Ministry of Education has stressed the use of learner-centered teaching methods in the Competency-Based Curriculum (CBC) and the old 8-4-4 system. The CBC framework, in particular, has highly focused on the development of critical thinking, communication, and collaboration skills that are strongly connected to classroom engagement. Although the government is trying to help, many Kenyan schools still have trouble keeping students interested in their lessons. Teachers, especially in public schools, often experience difficulties with big

classes, not enough resources, and unmotivated students. Because of this, levels of engagement are still different from school to school.

Focusing on the local level, Thika Sub-county in Kiambu County has both chances and problems when it comes to education. The area has good urban infrastructure and is close to Nairobi, but schools in Thika, especially day secondary schools, have problems like high student-teacher ratios, students not showing up, and low participation in learning. Economic pressures on families, peer pressure, and the growing number of digital distractions among students all make these problems worse. Teachers in Thika try to use learner-centered methods, but they often don't have clear, research-based ways to measure how engaged their students are. Broadways Secondary School, located in Thika Sub-county, is one of the institutions that shows interest in improving learning outcomes through increased student involvement. However, teachers at the school have observed varying levels of engagement across different classes and subjects. While some of the students are motivated and actively participate in lessons, others remain passive, distracted, or disengaged. These differences raise an important question, e.g., what are the actual indicators of student engagement in this school's classroom settings, relying solely on teachers' assumptions or general classroom behavior may not provide an accurate picture of engagement levels.

Understanding the indicators of class engagement in Broadways Secondary School is not only relevant but timely. It will help educators develop a deeper awareness of what engagement looks like in their specific context. Moreover, it will enable them to identify students who may be struggling silently and to adopt strategies that promote a more inclusive, participatory, and effective learning environment.

This study aimed to investigate the observable indicators that reflect student engagement in the classroom at Broadways Secondary School. It will also explore the perceptions of both students and teachers regarding engagement, and the factors that influence it. By narrowing the focus to a specific school in Thika, the research contributed valuable, local insights that may also be useful for other schools within the sub-county and beyond. Broadways Secondary School in Thika Sub-county, Kiambu County, like many other schools in Kenya, faces challenges related to student

engagement in classrooms, which in turn affects academic performance and overall learning outcomes.

Studies show that class engagement can be influenced by several factors, including teaching methods, learning environments, and student-teacher relationships (Christenson, S. L., & Wylie, C. 2020). Understanding these indicators is crucial in enhancing the academic experiences of students and supporting teachers in promoting active participation in class activities.

1.2 Statement of the Research Problem

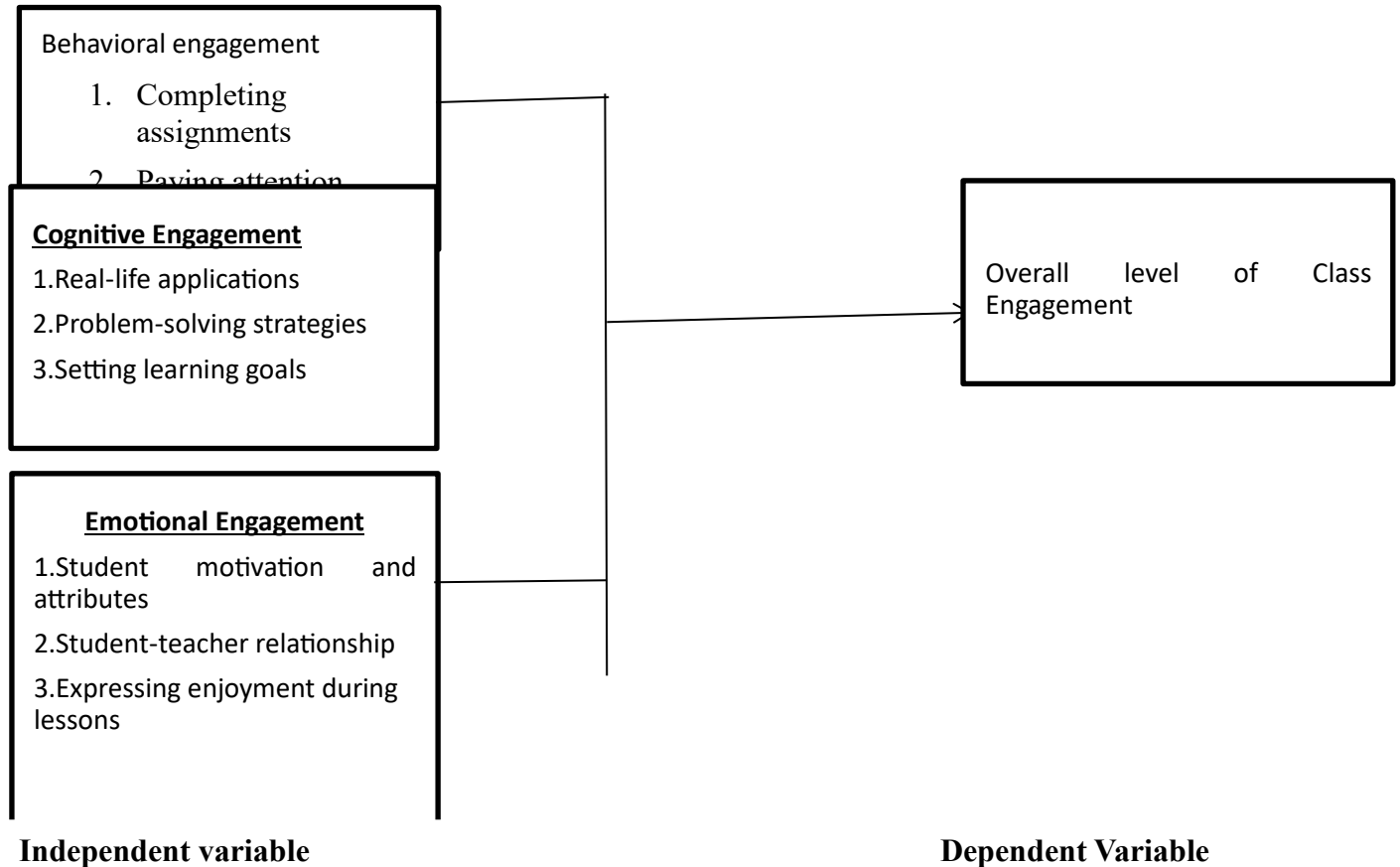
Despite the importance of class engagement in improving educational outcomes, the level of class engagement in many Kenyan secondary schools remains low, with students often exhibiting passive learning behaviors. Reports from past years KCSE results showed a decreasing rate and also complains in disengagement of the students by the school administrators of Kenyan Secondary Schools. There is need to explore the specific indicators of class engagement to escape the challenges and apply strategies that promote an improved learning experience for students.

1.3 Purpose of the Study

The purpose of this study is to identify and analyze the key indicators of class engagement among students at Broadways Secondary School in Thika sub-county, Kiambu County.

1.4 CONCEPTUAL FRAMEWORK

1.4.1 Conceptual Framework Diagram



1.5 Research Questions

The study seeks to answer the following questions:

1. What are the main indicators of class engagement among students in Broadways Secondary School?
2. What are the factors that influence class engagement in Broadways Secondary school?
3. What is the connection between class engagement and academic performance at Broadways Secondary School?

1.6 Objectives of the Study

The study follows these objectives:

1. To identify the key indicators of class engagement among students at Broadways Secondary School.
2. To examine the factors that influence class engagement in Broadways Secondary School.
3. To assess the impact of class engagement on academic performance and social behavior in Broadways Secondary School.

1.7 Significance of the Study

The study is significant as it will provide a deeper understanding of the factors contributing to student's engagement in the classroom, helping the educators at Broadways Secondary School and similar institutions to create interventions that foster active learning. Additionally, findings will assist policymakers and education stakeholders in developing policies aimed at improving classroom engagement across schools in Kenya.

1.8 Limitations of the Study

The study faced time constraints and the reluctance of some students and teachers to provide full information. Additionally, the findings were not generalized to other schools outside Thika Sub-county due to differences in school environments. To mitigate those challenges, we created a strict schedule to maximize the available time, collecting data during free periods and non-teaching. This helped reduce fear and build trust. Additionally, the questionnaires and interviews were designed using simple and friendly language to encourage openness and truthful responses.

1.9 Theoretical Framework

This study is based on the constructivist learning theory, whose emphasis is on the active role of learners in constructing knowledge through interaction with their environment. According to Vygotsky's Social Constructivist Theory, social interaction is essential in cognitive development and learning (Vygotsky, 1978). This theory suggests that classroom engagement is caused by

social dynamics, such as student teacher interactions and peer collaboration, which promote effective learning.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter aims to review existing literature related to class engagement, whose focus is on the definitions, key indicators, theories, influencing factors, and research gaps. Understanding class engagement from multiple perspectives helps to situate the current study within the broader academic conversation and provides a foundation for analyzing student engagement at Broadways Secondary School.

2.1 Concept of Class Engagement

Class engagement is the level of interest, participation, and emotional investment that students show during the process of learning. Fredricks, Blumenfeld, and Paris (2004) state that, student engagement has three major dimensions: behavioral engagement (participation and effort), emotional engagement (interest and attitude), and cognitive engagement (mental effort and strategy use). Engaged students are likely to attend class regularly, participate in discussions, complete assignments, and stay attentive during lessons. Engagement is therefore seen as a key predictor of academic success.

2.2 Indicators of Class Engagement

Research highlights several indicators of student engagement in the classroom, including behavioral, emotional, and cognitive engagement (Fredricks et al., 2019). Behavioral engagement refers to students' active participation in the learning process while emotional engagement involves students' attitudes toward learning. Cognitive engagement reflects the effort and strategies students use to understand and master the content being taught (Christenson et al., 2020).

2.3 Factors Affecting Class Engagement

Classroom engagement is affected by multiple factors, such as teaching methods, the learning environment, and the quality of student-teacher relationships. Active learning strategies, such as group discussions and interactive teaching, have been shown to foster higher levels of student engagement (Zepeda et al., 2019). Additionally, a supportive classroom, where students feel valued and respected enhances emotional and behavioral engagement.

2.4 Impact of Class Engagement on Academic Performance

Most studies have shown a co-relation between student engagement and academic performance. Engaged students demonstrate improved academic outcomes, as they are highly involved in the learning process (Finn & Zimmer, 2020). Engagement has been linked to better social behaviors, such as cooperation and reduced disruptive behaviors, which contribute to a positive classroom environment.

2.5 Empirical Studies on Class Engagement in Kenya

Research on student engagement in Kenyan schools is limited but growing. A study by Wainaina and Mwangi (2022) revealed that student-teacher relationships and classroom activities significantly influence student engagement in secondary schools in Nairobi. Similarly, Muthoni and Gikandi (2021) found that the use of participatory teaching methods in Kiambu County schools led to higher levels of student engagement and improved academic performance.

2.6 Summary and Research Gaps

2.6.1 Summary

This chapter has examined key concepts, theories, and previous studies related to class engagement. It identified common indicators such as participation, attentiveness, and interaction, as well as the factors that influence engagement. While international research offers valuable insights, there is no need for localized studies to understand how class engagement is experienced in specific school contexts. This justifies the current research, which aims to examine the indicators of class engagement in Broadways Secondary School.

2.6.2 Research Gaps

While there is rich literature on class engagement globally, there is scarcity of research that examines Kenyan secondary schools. Few studies explore how engagement indicators present themselves in real classroom settings within local schools like Broadways Secondary School. Additionally, most research focuses on either behavioral or emotional engagement, with less attention paid to how these indicators relate with classroom context and teaching practices. This study seeks to fill that gap by identifying and analyzing the actual signs of engagement as observed and experienced in a Kenyan secondary school.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter outlines methods used to carry out the study, including, the research design, target population, sampling procedure, sample size, data collection and instruments, data collection procedure, data analysis, validity of measurements and reliability of measurements.

3.1 Research Design

The study used a descriptive research design to determine the indicators of class engagement in Broadways Secondary School. A descriptive design is appropriate for this study as it allowed us to gather detailed information about the current state of student engagement and the factors influencing it.

3.2 Study Location

The study focused on Broadways Secondary School in Thika Sub-county, Kiambu County, and involved teachers and students in assessing class engagement indicators. The study focused on identifying the indicators of engagement and their impact on academic performance and social behavior.

3.3 Target Population

The target population included teachers and students at Broadways Secondary School. The school has 50 teachers and 500 students, from which a representative sample was drawn.

3.4 Sampling Techniques

Stratified random sampling was used employed to choose participants for these study. The stratification was divided according to different class levels, ensuring that all grades are represented. 10 teachers and 100 students were chosen to engage in the study.

3.5 Sample Size

The total student population was 500, from which 100 students (20%) was selected. This size was selected because it is large of enough to provide reliable and representative data while remaining manageable for data collection. According to Mugenda and Mugenda (2003), a sample size between 10% and 30% of the population is enough for descriptive studies.

To mathematically represent the use of the (Krejci and Morgan 1970)'s table and the outlined sampling approach, we can express it as follows:

1. Students

- Population (N) = 500

- Sample size (n) = 100 (20% of the population)

Since 20% sampling is being applied instead of determining (n) directly from Krejci and Morgan's table, the formula is:

$$n = \frac{20}{100} \text{ times } N$$

Substituting values:

$$n = \frac{20}{100} \text{ times } 500 = 100$$

2. Teachers

- Population (N) = 50

- Sample size (n) = 50 (entire population included) When the full population is included, (n=N).

Thus:

$$n = 50$$

This ensured statistical significance for students while comprehensively capturing all teacher responses.

3.6 Measurement of Variables

Variable	Indicator	Measurement scale	Question Number
Behavioral Engagement	Class participation, attendance, asking and answering questions	5-point Likert scale (1=Strongly Disagree to 5= Strongly Agree)	Q1-Q5
Emotional Engagement	Interest in subjects, relationship with teacher, enjoyment of lessons	5-point Likert scale	Q6-Q10
Cognitive Engagement	Use of learning strategies, applying ideas to real life, goal setting.	5-point Likert scale	Q11-Q15

Overall Engagement	class	Combined score from behavioral, cognitive and emotional engagement indicators	mean from	5-point Likert scale	Q1-Q15
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3.7 Data Collection Instruments

The study's data was gathered using questionnaires, observations and interview schedules. The questionnaires were designed to capture information on the indicators of class engagement, factors affecting engagement, and its impact on academic performance. Interviews were conducted with teachers to gain deeper understanding into their perspectives on student engagement.

3.8 Validity of Measurements

Content validity was established by aligning questionnaire items with literature and expert review by education lecturers. Construct validity was achieved by basing the items on theories such as the Social Constructivist Theory (Vygotsky, 1978) and Self-Determination Theory (Ryan and Deci, 2000). Face validity was done using pilot test with students from nearby school to check for clarity and relevance of items. The tools were agreed to be valid for data collection.

3.9 Reliability of Measurements

Reliability refers to the consistency of the research instruments in producing stable results. A pilot study was done using 10 students and 2 teachers from a neighboring school to determine the clarity and consistency of the questionnaires. The internal consistency of the instruments was measured using Cronbach's Alpha, where a coefficient of 0.7 and above was considered acceptable (Mugenda & Mugenda, 2003). The pilot test results showed reliability coefficients above 0.75 for all variables: Behavioral, cognitive, emotional engagement and overall class engagement indicating that the instruments were reliable. To ensure procedural reliability, all respondents were given the same instructions and conditions during data collection.

3.10 Data Collection Techniques

Approval was obtained from the school administration to carry out the study. After obtaining consent, we divided questionnaires to the selected participants. Interviews with teachers was scheduled at their convenience to minimize disruption of school activities.

3.11 Data Analysis

Quantitative data from the questionnaires was analyzed using descriptive statistics, including frequencies and percentages. The data was presented in tables and charts for easier interpretation. Qualitative data from interviews was analyzed thematically to identify common themes and patterns related to class engagement.

3.12 Ethical Considerations

The study adhered to ethical standards by ensuring voluntary participation, confidentiality, and anonymity of the participants. Permission to carry out the study was obtained from the school administration and relevant university authorities. Participants were informed about the purpose of research and their right to participate voluntarily. Teachers and learners were informed before data collection was conducted. To ensure confidentiality, participants were not to write their names on the questionnaires and all information was used strictly for academic purposes.

CHAPTER FOUR: FINDINGS AND DISCUSSION

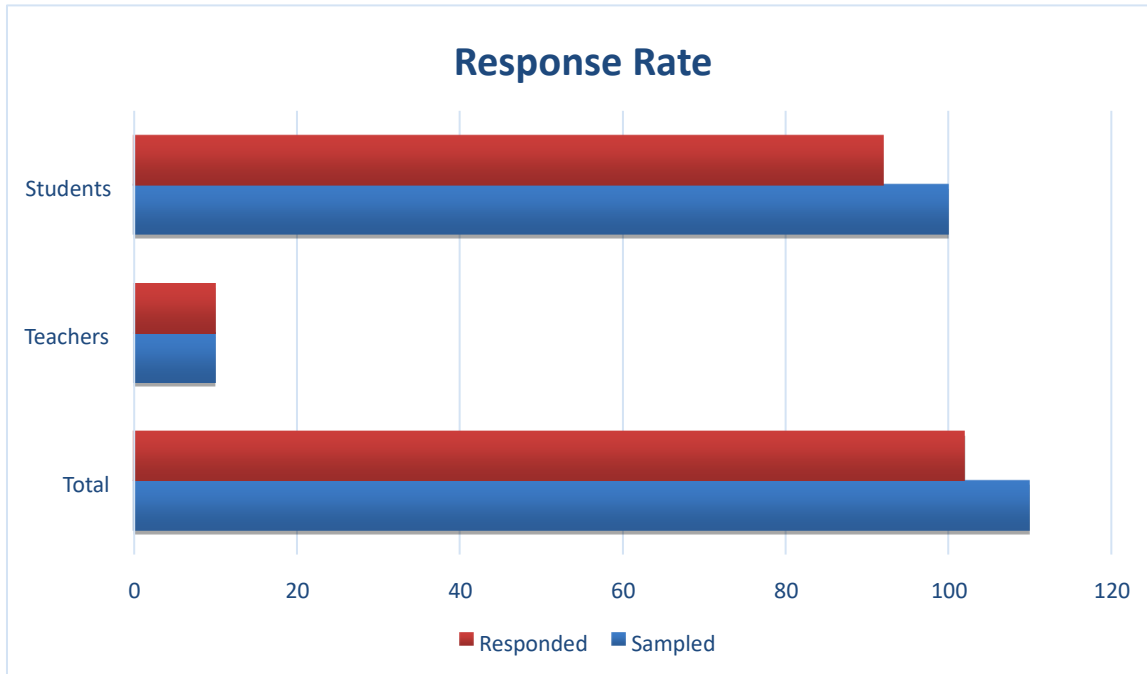
4.1 Introduction

The chapter seeks to present the findings from both quantitative and qualitative data collected through questionnaires and interviews with students and teachers at Broadways Secondary School. The discussion is aligned with the study's three objectives: identifying key indicators of class engagement, examining factors influencing engagement, and assessing the impact of engagement on academic performance. The data is then presented using descriptive statistics, figures, and tables, followed by an analytical discussion referencing existing literature.

4.2 Response Rate

Out of the 100 students and 10 teachers sampled, 92 students (92%) and all 10 teachers (100%) responded to the questionnaires and interviews, yielding a total response rate of 93.6%, which is sufficient for analysis and generalization to the target population.

Respondents	Sampled	Responded	Response Rate
Students	100	92	92%
Teachers	10	10	100%
Total	110	102	93.6%



4.3 Indicators of Class Engagement

Respondents identified several indicators of class engagement. These indicators were shared into three main categories: behavioral, emotional, and cognitive engagement.

4.3.1 Behavioral Engagement

Students reported regular participation in class discussions, timely submission of assignments, and attentiveness during lessons as common behaviors.

Indicator	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participation in group work	60%	30%	5%	4%	1%
Attention during lessons	55%	33%	7%	3%	2%

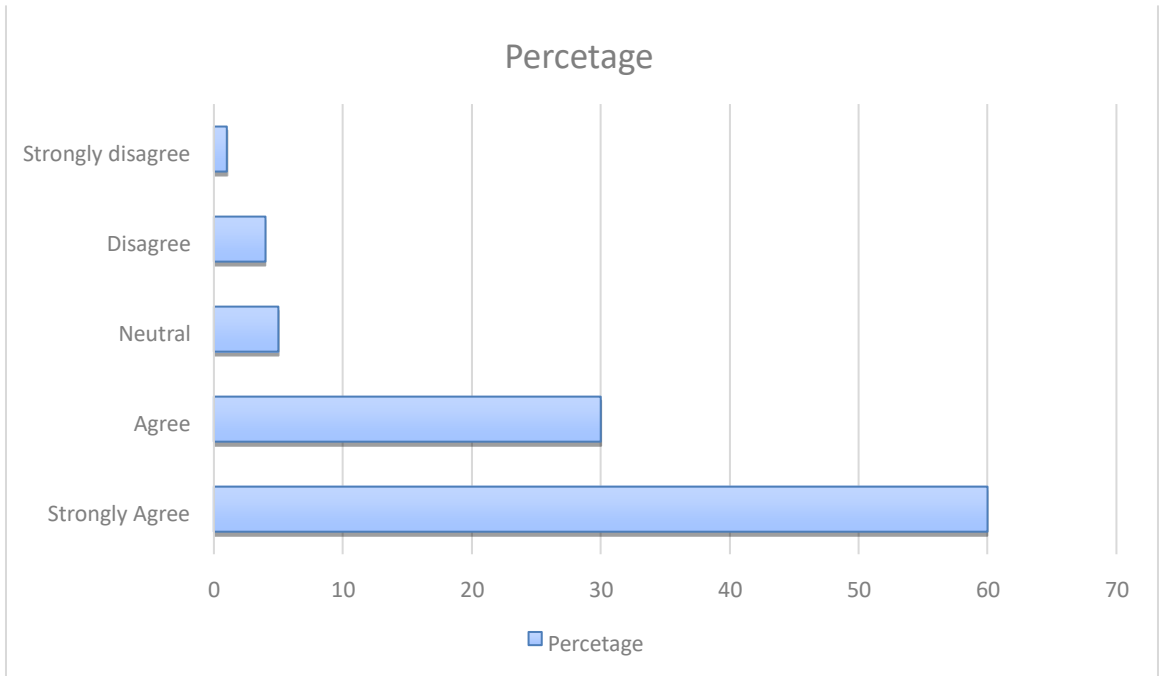
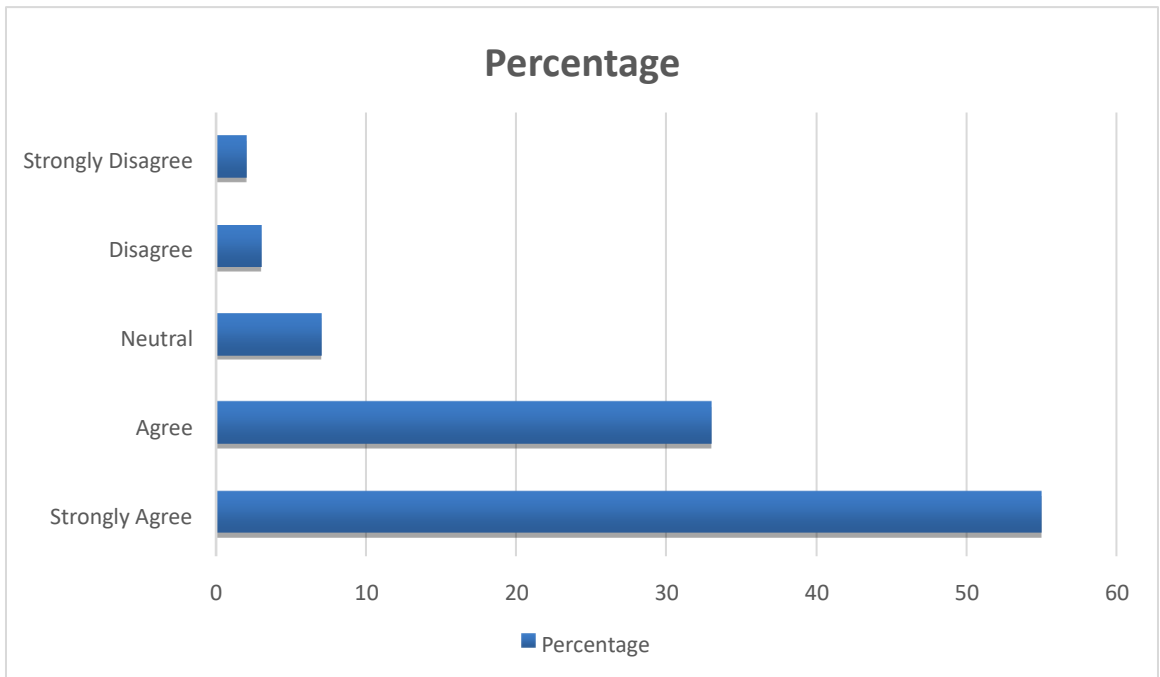


Figure 4.1: Behavioral Engagement Indicators (Bar Chart Placeholder)



4.3.2 Emotional Engagement

Most students reported enjoying classroom activities, feeling respected by teachers, and being motivated to attend school.

4.3.3 Cognitive Engagement

Indicators included persistence in solving difficult problems, use of critical thinking, and linking classroom knowledge to real-life situations.

These findings corroborate with Fredricks et al. (2019), who emphasized the multidimensionality of engagement in learning.

4.4.4 Factors Influencing Class Engagement

The study identified three key factors influence engagement at Broadways Secondary School:

4.4.4.1 Teaching Methods

Interactive teaching methods, such as the use of multimedia and student-led discussions, increased engagement. Traditional lecture methods correlated with disengagement.

“When teachers use group discussions or videos, I understand better and enjoy the lesson more.”

— Student Interviewee

4.4.4.2 Classroom Environment

Clean, well-lit classrooms with proper ventilation and organized seating contributed positively to student participation. Lack of resources such as textbooks and lab equipment was cited as a demotivating factor.

4.4.4.3 Student Motivation and Attributes

Internal factors like self-drive and external influences such as parental support were significant. These findings align with Muthoni and Gikandi (2021), who found participatory teaching positively influenced engagement.

4.5 Impact of Class Engagement on Academic Performance

A clear link emerged between high engagement levels and academic performance. Highly motivated and actively engaged students had higher grades and better behavior records.

Finn and Zimmer (2020) noted a similar trend, where engagement correlated strongly with both academic and behavioral success.

4.6 Summary of Key Findings

- Behavioral, emotional, and cognitive indicators of engagement were prevalent among students.
- Factors such as teaching strategies, classroom environment, and student motivation significantly influenced engagement.
- High engagement levels were positively linked together with academic success and improved student behavior.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a comprehensive synthesis of the research findings outlined in Chapter Four. It encapsulates the major results, draws reasoned conclusions, and delivers practical recommendations for promoting class engagement in secondary schools, specifically Broadways Secondary School in Thika Sub-county. It also discusses the broader implications of the findings for education stakeholders, including teachers, school administrators, policymakers, and researchers. Finally, the chapter suggests further research to address remaining gaps and expand the knowledge base in the field of student engagement.

5.2 Summary of Major Findings

The study sought to explore and analyze the key indicators of class engagement, the factors influencing this engagement, and the impact engagement has on students' academic and social performance. The findings are discussed under each objective of these study.

5.2.1 Objective 1: Identify Key Indicators of Class Engagement

The study established that class engagement at Broadways Secondary School is manifested through three major indicators: behavioral, emotional, and cognitive engagement.

- Behavioral engagement was evident through punctuality, active participation in class activities, completion of assignments, and attentiveness during lessons.
- Emotional engagement involved students' interest in subjects, positive relationships with teachers, enjoyment of learning, and a sense of belonging in the classroom.
- Cognitive engagement was reflected in students' willingness to put effort into complex tasks, think critically, and apply learned concepts to real-life situations.

These indicators align with Fredricks et al. (2019), who emphasized that a comprehensive understanding of student engagement must encompass these three dimensions.

5.2.2 Objective 2: Examine Factors Influencing Class Engagement

The study revealed that engagement is influenced by both internal and external factors:

- Teaching methods played a crucial role, with students responding more positively to interactive and participatory techniques such as group work, inquiry-based learning, and multimedia tools.
- Classroom environment, including physical comfort, teacher attitudes, and class management strategies, significantly affected student motivation.
- Student attributes and motivation, such as self-discipline, intrinsic drive, peer influence, and support from parents, also shaped the level of classroom engagement.

These findings are supported by research from Christenson et al. (2020), which emphasized the interplay of contextual and personal factors in determining student engagement.

5.2.3 Objective 3: Assess the Impact of Class Engagement on Academic and Social Outcomes

The study found a relationship between engagement and both academic performance and student behavior:

- Students who were highly engaged performed better in examinations and demonstrated stronger comprehension of subject matter.
- Engaged students also exhibited better classroom behavior, including cooperation, reduced absenteeism, and respect for rules and authority.

Finn and Zimmer (2020) reported similar results, asserting that engagement acts as a mediating factor for both academic success and socio-emotional development.

5.3 Conclusions

Based on the findings, a lot of conclusions have been drawn:

1. Class engagement is multifaceted, involving behavioral, emotional, and cognitive elements. These must be concurrently addressed to foster holistic learning.
2. The role of the teacher is pivotal in shaping engagement. Interactive pedagogies, respectful teacher-student relationships, and classroom inclusivity greatly enhance students' willingness to participate.

3. Environmental and personal factors interplay in determining student engagement. While teachers can influence classroom conditions, parental involvement and student attitudes must also be considered.
4. Engagement significantly predicts academic and behavioral outcomes. Emotionally and cognitively invested students in their learning, are likely to excel academically and behave responsibly in school.

In sum, engagement is both a product and predictor of educational quality, and any attempt to improve student performance must begin with a thorough understanding of its indicators and influencers.

5.4 Recommendations

5.4.1 For Teachers

- Adopt learner-centered teaching methods, such as collaborative learning, flipped classrooms, and project-based learning to increase participation.
- Build strong teacher-student rapport through consistent feedback, empathy, and respect, which can enhance emotional and cognitive investment.
- Regularly assess engagement levels using checklists, observation, and student feedback tools to identify and address disengagement early.

5.4.2 For School Administrators

- Ensure that classrooms are conducive to learning by providing appropriate furniture, lighting, teaching materials, and a quiet learning environment.
- Facilitate development for teachers on effective classroom management and motivational strategies.
- Promote school-wide engagement initiatives, such as peer mentoring programs, academic clubs, and extracurricular activities that foster teamwork and leadership.

5.4.3 For Parents and Guardians

- Encourage consistent monitoring of academic progress and involvement in school activities.

- Reinforce positive attitudes toward education at home, including secluding time for homework, creating reading spaces, and discussing school experiences with children.

5.4.4 For Policymakers and Curriculum Developers

- Develop policy frameworks that mandate engagement-friendly teaching strategies, and revise curricula to allow more interactive learning.
- Invest in digital infrastructure and ICT integration in classrooms to support diverse learning styles and promote engagement through technology.

5.5 Implications of the Study

This study carries implications for education policy and practice in Kenya and similar contexts including:

- Policy implication: Findings suggest the need to incorporate class engagement metrics into teacher appraisal systems and school inspection frameworks.
- Practical implication: Engagement can serve as an early warning system for poor academic performance, allowing for early interventions.
- Developmental implication: By fostering engagement, schools not only improve academic outcomes but also promote essential life skills like collaboration, problem-solving, and emotional intelligence.

5.6 Recommendations for Further Research

While this study provides a foundational understanding of class engagement indicators in one school context, further research is necessary to deepen and broaden the insights:

1. Conduct comparative studies across multiple schools in urban and rural settings to explore how context affects engagement.
2. Investigate engagement across different subjects, as some disciplines may naturally inspire more participation than others.
3. Explore digital engagement strategies, such as the use of educational technology and online platforms in secondary schools, especially in post-COVID-19 learning environments.

4. Examine teacher engagement as a variable influencing student engagement, recognizing that motivated teachers may inspire higher student involvement.
5. Longitudinal studies should be conducted to determine how student engagement evolves across academic years and what factors sustain or diminish it over time.

References

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Appendix 5.1: Interview Schedule for Teachers Title:

Interview Schedule on Class Engagement

Respondents: Teachers – Broadways Secondary School, Thika Subcounty, Kiambu County

Section A: General Information

Name (Optional): _____

Gender: Male Female

Teaching Experience: _____ Years

Subjects Taught: _____

Class Levels Taught: Form 1 Form 2 Form 3 Form 4

Section B: Teaching Methods

Describe your typical lesson delivery approach. What methods do you use most frequently and why?

How often do you incorporate student-centered teaching methods (e.g., group discussions, problem-solving, debates)?

What challenges do you face when using interactive or participatory teaching methods?

In your opinion, how do teaching methods affect student engagement in your classes?

Section C: Classroom Management

What strategies do you use to manage your classroom and maintain discipline?

How do you handle students who appear disengaged or disruptive during lessons?

Describe the physical classroom environment (e.g., space, lighting, resources). How does this impact student engagement?

How do you ensure inclusivity and participation from all students, including those who are typically quiet or shy?

Section D: Student Behavior and Attitude

Based on your experience, what are some key signs that show a student is actively engaged in class?

What types of student behaviors do you associate with disengagement?

How do students' attitudes toward school or specific subjects affect their class engagement?

What role do parents or guardians play in influencing student engagement from your observation?

Section E: Final Thoughts

What would you recommend as the most effective strategies to improve class engagement among secondary school students?

Do you believe that class engagement has a direct impact on student academic performance?

Please explain your reasoning.

Is there anything else you would like to add concerning student engagement in your classroom?

Thank you for your valuable time and insights. Your responses will contribute greatly to the understanding and improvement of student engagement in our schools.

Appendix 5.2: Student Questionnaire on Class Engagement Instructions:

Please do not write your name. Your responses are confidential and will only be used for academic purposes. Kindly tick (✓) the response that best reflects your opinion using the following scale:

Scale	Rating
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Section A: Demographic Information

Gender: Male Female

Class Level: Form 1 Form 2 Form 3 Form 4

Age: _____ Years

Section B: Indicators of Class Engagement

Statement	SA	A	N	D	SD
1. I participate actively in class discussions.					
2. I complete and submit assignments on time.					
3. I pay attention during lessons without being distracted.					
4. I enjoy most of the lessons taught at school.					
5. I ask questions when I do not understand something.					

6. I put effort into understanding difficult subjects.					
7. I feel emotionally connected to what I learn in class.					
8. I apply what I learn in class to real life situations.					

Section C: Factors Influencing Engagement

Statement	SA	A	N	D	SD
9. My teacher uses interesting teaching methods like group work or debates.					

<p>10. The classroom is clean, organized, and comfortable.</p>					
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<p>11. I feel encouraged and supported by my teachers.</p>					
<p>12. I have enough learning materials such as textbooks and notes.</p>					
<p>13. I feel respected by my teachers and classmates.</p>					

14. My parents or guardians support me with schoolwork.					
15. My personal interest in learning affects how I perform in class.					

Section D: Impact of Engagement on Academic Performance

Statement	SA	A	N	D	SD
16. I perform better in subjects where I am actively involved.					

17. My classroom engagement helps me understand subjects better.					
18. I behave better in classes where I feel engaged.					
19. I am more likely to attend classes where I feel involved.					
20. Class engagement					
helps me develop confidence and better communication.					

Section E: Open-Ended Questions

What do you enjoy most about your classes?

What makes you feel more involved or interested in a lesson?

What changes would you suggest to make classes more engaging?

Thank you for your participation!