



TEACHER'S COMPETENCIES IN MAXIMIZING STUDENT ENGAGEMENT

A LITERATURE REVIEW

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ABSTRACT

Teachers need to equip students with the necessary tools to experience social and academic success both inside the classroom and beyond it. Students need to be proficient in utilizing skills associated with higher levels of thinking.

The greater the teacher's effectiveness, the greater the learner's proclivity to be actively engaged, which will eventually lead to academic gains for students.

Teachers' actions and students' performance intersect, making teachers a critical factor in determining student success. When teachers use effective practices, they increase the likelihood that students will actively participate in instruction. One of the most well-established predictors of achievement is student engagement; when students are more engaged in academic instruction, they tend to perform better.

This article explored the skills that teachers require, with the goal of evaluating whether they are presently held by teachers and suggesting training techniques to help them achieve them.

Students must be proficient in using higher-level thinking skills, which will enable them to identify, analyze, and evaluate the infinite volume of information available in our rapidly changing digital world.

Students' ideas, values, and attitudes about schooling are important, and instructors must pay attention to them.

Education has a significant impact on the social, political, economic, and cultural lives of people in any community. Many influential agents influence educational processes, including the instructor.

A key function in education is said to be played by the instructor.

Keyword: Student's Engagement, Teacher's Competencies

I. INTRODUCTION

As a result of the COVID-19 issue, educators began implementing an educated transition to the virtual plane using already available technology. They got aware of these technologies and employed the fewest features necessary to provide material in the lowest amount of time possible (Iwai, 2020). In a short length of time, a large amount of content was created. The major goal was to provide students with a choice in order to ensure that the information presented was adequate for student growth.

The study's main goal was to see how individual psychological capital resources, such as academic efficacy and academic resilience, affect student involvement.

During the unexpected change, the primary focus shifted away from student centeredness, engagement, and the educational environment and toward compliance with technological demands and regulations.

Classrooms are complex social systems, as are student-teacher relationships and interactions. We contend that the nature and quality of teacher-student relationship interactions are critical to understanding student engagement, that they can be assessed using standardized observation methods, and that they can be changed by providing teachers with information about development.

Although it is undeniable that the teacher's function is to instruct and the student's responsibility is to learn, this simplistic view of classroom practice fails to distinguish between what constitutes successful classroom learning for certain students and merely surviving another year of education for others. If the most important predictor of future success and joy for our students as they enter adulthood.

Successful classrooms foster enthusiasm and motivation for learning, active participation, and high levels of engagement, with teachers understanding not only the content to be taught, but also the impact their teaching has on their students' ability to become self-directed lifelong learners (OECD, 2005).

Classrooms that work well are the result of a set of shared roles and responsibilities.

In today's globalized world, the education industry is growing more dynamic. When it comes to higher education, Marginson and Wende (2007) point out that institutions are battling it out to produce positioned graduates for the job market in order to acquire a competitive edge.

Academic work refers to the tasks that students are assigned by their teachers in order to master the information, skills, and crafts that serve as the school's instructional objectives.

Engagement involves psychological investment in learning, comprehending, or mastering knowledge, skills, and crafts, not simply a commitment to complete assigned tasks or to acquire symbols of high performance such as grades or social approval. Students may complete academic work and perform well without being engaged in the mastery of a topic, skill, or craft.

In fact, a large body of evidence suggests that students spend a significant amount of time performing rituals, procedures, and routines rather than developing substantive understanding (see Eckert, 1939; McNeil, 1986; Powell, Farrar, & Cohen, 1985; Sedlak, Wheeler, Pullin, & Cusick, 1986; & Weis, 1990).

More than motive is implied by engagement. Academic motivation usually refers to a desire or tendency to excel in academic work as well as more particular educational activities. Students may theoretically be without being interested in the task at hand, driven to do well in general

specific school assignments, participation in certain duties might either come before or after or assume a widespread desire to succeed.

Engagement draws special attention to the level to which students show active interest, effort, and concentration in the specific task that teachers develop to the social settings that assist in the activation of underlying motivation, as well as to 'Conditions that could lead to a new source of inspiration.'

Concerns about education are frequently voiced in the media, in policy discussions, in district, state, and professional organization programs and regulations, and in the opinions of corporate executives focus on student accomplishment on a "bottom line" basis.

II. RESULTS

Teacher effectiveness is a critical area of study that has emerged among educational researchers over the years (Stronge, 2008). Teacher effectiveness is linked to student engagement in this study. The greater the teacher's effectiveness, the greater the learner's fondness to be actively engaged, which will eventually lead to academic gains for students.

According to Dr. John O'Driscoll, teachers need to provide students with the tools they need to acquire social and academic success within and around the classroom. According to him, students must be proficient in using skills associated with higher levels of thinking.

In contrast to superficial participation, indifference, or lack of interest, engagement denotes active involvement, dedication, and focused attention.

As we talk, listen, observe, read, reflect, and utilize our bodies in work, play, and social interaction, we may experience varied levels of engagement. Human engagement's causes and consequences are complicated, and they're best understood in terms of specific activities and social circumstances. As a result, we'll start by defining the term as it pertains to student participation in academic work.

A more accurate definition would identify academic labor as endeavors to master any subject of competence that is founded on a body of acquired public knowledge and that is continuously updated through the activities of practitioners and/or researchers is to raise the level of understanding or performance in the field.

Student involvement in academic work is defined as a student's psychological investment in and effort aimed toward learning, comprehending, or mastering the knowledge, skills, or crafts that academic work is meant to promote. On several issues, this definition needs to be expanded and clarified.

AFFECTIVE FACTORS IN ENGAGEMENT

What can schools do to encourage participation? To find an answer, we looked at the factors that influence (or cause) engagement. Students from various social and cultural backgrounds view schooling in dramatically diverse ways, according to a large body of research (see Eckert (1989), Farrell (1990), and Weis (1990).

Students who identify with traditional expectations of working hard at abstract verbal and mathematical activities for credentials that lead to future benefits, for example, are more inclined to invest in academic work than students who have less or no such expectations.

The most significant variables impacting student involvement, according to this approach, are the social-cultural orientations that kids bring to school.

Students more hope in the future benefits offered by the system and is interested in manual and physical abilities. Link to the "Real World."

Students frequently justify their disengagement by claiming that homework is irrelevant, meaning that it has nothing to do with real-world challenges, competencies, or concerns.

Adolescent social roles and developmental dynamics act as a barrier to student motivation, as students' attention and energy are distracted by other worries and activities.

Specific task engagement can either precede or presuppose broad success motivation.

More than motive is implied by engagement. Academic motivation often refers to a broad desire or propensity to excel in academics and other school-related duties.

The other acknowledges that schooling may have a minor influence on students' lives outside of school, but believes that altering students' experiences within school might improve involvement.

However, taking into account the socio cultural factors of student involvement might lead to contradictory views of schooling's function

One view places so much emphasis on the outside effects of race, class, gender, family, and social experience that school practitioners are regarded as having practically no effective ways of increasing student involvement in the classroom.

One of the most essential qualities of authentic work is that it has worth and relevance far outside the classroom.

In a student-centered classroom, active student participation is at the heart of the learning and teaching process.

Creating active learning classrooms is becoming a part of a larger educational push to get students involved and engaged in their studies. The impact of social variables on collaborative learning and engagement, which would affect student learning performance, has been researched for this purpose.

As online learning becomes more common in education, researchers have concluded that overall collaborative learning and engagement with the influence of social factors improve students' learning activities; thus, their use in teaching and learning in higher educational institutions should be encouraged because it affects students' academic development.

For academic risk-taking, the relational context provided cooperation and protection. Teachers help pupils develop their own sources of engagement by breaking down established roles and power structures. This document outlines how community teachers may assist schools in becoming places of empowerment and participation.

To optimize efficacy and fulfil desired objectives, adapting active learning techniques into new cultures and situations necessitates careful thought.

Understanding the connections between teacher stress, burnout, coping, and self-efficacy can help influence preventative and intervention efforts to help teachers.

We looked at the relationships between these variables and student outcomes, such as disruptive behaviour and academic success.

The social network phenomenon and microblogging service Twitter is one application that has shown potential as a teaching tool. Twitter has the potential to promote educational advancement and sustain student engagement and learning in both face-to-face and online modalities due to its emphasis on real-time communication across an unlimited range of topics (Clarke & Nelson, 2012; Junco, Heidt, & Junco, Heidt, & Junco, Heidt, & Junco, Heidt, & Junco, Heidt, & Junco, Heidt, & Jun

This includes, at a minimum, flexibility in learning speed and processes; the ability for students to ask questions and research themes that are relevant to them; and students building and generating knowledge in their own language rather than just replicating the language of others.

Student involvement comprises a wide variety of activities in which students participate in their institutions' management, instruction, research, and community service. It's a match between students and their educational institutions.

Curricular changes that support professional identity formation include the need to establish identity formation as an educational goal, to include a cognitive foundation on the subject in the formal curriculum, to engage students in the development of their own identities, to provide a supportive group that facilitates their entry, and to provide faculty development to ensure that all understand the subject.

The focus on student happiness is critical to the success of any program. Student satisfaction with what and how they study in an online classroom is an essential element to consider, as it may assist instructors and course designers in creating an environment that meets their requirements. This may be accomplished through good course design, effective instructional approaches, and an awareness of the requirements of individual students.

The course should be user-friendly and simple to browse, with clear instructions, rubrics, and constructive comments, as well as opportunities for interaction with the teacher and other students. In a relevant and realistic environment, it should include good visual, textual, and animated material. The use of audio, video, and mobile communication tools improves students' online learning experiences. Individual characteristics among students, such as technology self-efficacy, personality, and involvement, have an influence on course satisfaction. Introverted students are less likely to be happy with their online learning experience than extroverted, conscientious, and open students.

It's more vital than ever to experiment with as many techniques and technologies as possible in order to improve online teaching and learning.

These techniques, as stressed by Bernstein (1996) and Dewey (1976), are connected to teaching democracy in schools by allowing students to participate in debates that help them create new perspectives on their educational roles.

They learn about democracy in action when such dialogues let students realize that they can influence what and how they study. New ideas emerge through fruitful debate, and the process of achieving a consensus on what matters most gains value in and of itself, regardless of the outcome.

The original Visible Learning study found that how instructors think about learning and their personal role is one of the most important influences on student success. John Hattie and Klaus Zierer outline the behaviours that instructors must adopt in order to optimize student achievement in their book *Ten Mind frames for Visible Learning*.

Teachers are evaluators, change agents, learning experts, and feedback seekers who are continuously engaged in conversation and challenge, according to these strong mind frames, which should support every activity in schools.

Community schools should engage in programs that improve staff availability to students, schedule courses so that faculty acquire experience teaching the same courses over time, and establish faculty development programs relevant to teaching methods, according to the results.

In recent literature, calls for global citizenship education (GCE) in elementary education have been voiced in a variety of national and international contexts. Primary school teachers must be prepared with the essential skills to effectively carry out this larger responsibility. People encounter various cultures in their job, social lives, and schools at a time when globalisation and internationalisation are accelerating. Many normal and international primary school classes are becoming increasingly diverse in terms of language, culture and ethnicity, abilities and skills, at least across Europe (Janta and Harte 2016). Furthermore, there is a growing understanding that preparing all children to engage in this increasingly globalised society is becoming increasingly vital (An 2014; Gaudelli 2009; Osler and Starkey 2005). As a result, a growing number of sources advocate paying attention to global citizenship education (GCE) at all levels of schooling (e.g. Gaudelli 2009; Myers 2006; Oxfam GB 2015; UNESCO 2014).

This can be explained by a lack of new teacher introduction programs and professional development (Fantilli & McDougall, 2009). The study will be crucial because it may be used to restructure the university's teaching program and execute an induction strategy in the schools to benefit students more and, as a result, improve the country's overall education quality.

As a result, a teacher's professional development is structured in a way that emphasizes both social-emotional skills and effective classroom management. Other areas of focus include collaborative efforts between schools and universities, as well as the necessity to consult educational teams when developing educational policy or establishing training plans. Teachers are found to possess some of these skills.

Given the significance of engagement, more focus is being placed on engagement analytics and educational data mining to determine how students interact with material and resources directly. Such changes might be attributed to the ongoing effort to move away from old teaching techniques and toward more modern ones. Traditional techniques are, for the most part, instructor-centred, with the lectern serving as the focal point.

Modern teaching approaches, on the other hand, place the student at the center of the learning process. Students are the real actors in their own learning processes, echoing Confucius' words, "I hear and forget, I see and remember, I do and comprehend," implying that true learning occurs only when the learner is actively and directly participating in the process.

The physical as well as virtual student interaction spaces are included in the flexible environment pillar. Individual as well as group interactions are catered for. Flexibility refers to accessing and engaging with the improved digital learning environment at any time and from any location. A flexible learning environment fosters active learning, collaboration, and student-faculty interaction.

III. SYNTHESIS

Academic engagement or academic-related activities have traditionally been the focus of school engagement studies. Although academic engagement is critical for adolescent academic achievement, school is a dynamic developmental setting in which teenagers interact socially while exploring their interests and gaining abilities. Classrooms will continue to be shared learning spaces where students' lives and knowledge will be nurtured to help shape their futures.

Ensuring a positive schooling experience for both teacher and student will rely on both parties' flexibility, understanding, creativity, and patience, as well as a culturally diverse student and teacher population.

The psychological investment and effort required to perfect a skill are not easily visible traits. Rather, engagement is a term used to describe a state of mind in which one is focused and willing to learn. The student's involvement in any specific form of mastery should be considered on a scale of less to greater, rather than as a binary state of being either engaged or not unengaged.

Of course, what pupils actually know, what they can do, and the attitudes or other results of their education should all be given significant consideration.

Too much schoolwork, lousy teachers, restrictive regulations, unappealing lunches, and rowdy or nasty peers were among the responses when we asked what they disliked about school.

Competencies are the abilities and knowledge that enable a teacher to be effective.

Teachers must have competence in a wide range of abilities to enhance student learning in an exceptionally complicated setting where hundreds of crucial judgments are required each day

Other professions, such as mental health, involve client effort as well, but teaching stands out as the profession whose success is dependent on extraordinarily long-term dedicated engagement of its clients.

Regardless of the content or style of the content distribution system, student involvement is critical to successful teaching and learning.

In online learning contexts, however, engaging students offers a unique difficulty.

Online courses, unlike face-to-face courses, pose a unique difficulty because the only social interaction between the instructor and the student occurs via the Internet. In a recent poll done by the authors, all respondents, regardless of how long they had been teaching online, found student involvement to be a difficulty.

Furthermore, the importance of cooperative student engagement tools in the design and delivery of courses online, as well as the function these tools play in establishing an environment where students actively participate in learning activities and contribute to vibrant conversations, is explored. Viewpoints on various methods of student involvement based on traditional active learning pedagogies.

The teacher is in the front row, trying to teach, and this is also a major issue.

Research on successful teaching has revealed evidence-based strategies that seek to optimize learning time for all students (Gettinger & Stoiber, 1999). (Gettinger & Stoiber, 1999).

Of course, students can excel in school even if they put forth minimal effort. That is, they can tune out and finish portion of the work with only a few words.

To be called a democratic lesson, the talks must have actual value in a democratic environment. They must also be related to a topic that is important to the students, such as their communications, duties, or rights.

Our kids are not strangers to democratic ways of working, but we wanted to increase their involvement in tailoring the school's curriculum to the national curriculum's ideals.

The educational system's major goal is to give an excellent education to every student. Students will do better in all aspects of their lives if they are willing to accept responsibility for their own

conduct and practice. It is difficult to assess all elements of education, and no standard tools have been established to do so. A lack of focus, and even cheating

However, if they approach most of their learning in this way, they will only gain a superficial comprehension and short-term memory, which will be unlikely to be used or transferred beyond a few school assessments.

The social roles and developmental dynamics of adolescence provide hurdles to academic engagement, as adolescents' attention and energy are diverted to other worries and activities.

One of the most essential qualities of authentic work is that it has worth and relevance far outside the classroom.

The student's psychological involvement in and attempt to master the information, skills, and crafts that academic labour is meant to generate is characterized as engagement.

Discussing the connection of professional to client in teaching vs. other professions, social psychological features in teenagers' roles, and the more general problem of alienation in modern culture emphasized the significance of engagement and the challenge of generating it.

Educators can improve student engagement in academic work by focusing on two broad factors: creating a feeling of student membership in the school as a whole, and structuring academic assignments to optimize the authenticity of homework.

Teachers, for example, need to boost levels of expectation and challenge, according to studies on effective schools and teacher-student bargaining.

As a result, training teachers for the teaching profession is seen as a higher priority in any country since it is seen as a difficult and critical job. As a result, effective education may lead to a nation's rise and advancement in a variety of areas.

Teachers may, in fact, actively participate in their own professional growth. As a result, schools and administrators must provide chances for teacher training and professional development.

Language instructors are keen to participate in research in order to deliver high-quality instruction in the setting of research universities. Language instructors have historically focused on teaching practice since language skills are the primary topic of their courses, but they are also seeing the value of incorporating research into their methods.

Cooperative learning is a tried-and-true educational method. Teachers manage students' interactions and prepare them for collaboration in cooperative learning so that students work together in small groups to support each other's learning processes. The purpose of this study was to see if the scientific evidence of cooperative learning's efficacy is mirrored in teachers' professional competence.

Although instructors were familiar with the ideas of cooperative learning, they were only familiar with a few strategies for implementing it in the classroom. Teachers agreed that cooperative learning is beneficial to students' intellectual and social development and that it can offer pupils with individualized learning support.

Professional development programs are essential for instructions to improve their skills. Educators must have chances to develop and expand their practice, reflect on how their practice affects student learning, and engage in continuous improvement to address learning issues in the school to ensure successful teaching in every classroom

Despite their positive attitudes, teachers seldom employ cooperative learning. Teachers who utilized cooperative learning organized and encouraged student interactions according to cooperative learning concepts. Teachers said they'd want to learn more about cooperative learning and utilize it in the classroom more regularly. They were particularly interested in assistance such as less high rents.

The must need of producing highly prepared instructors with all of the necessary pedagogical skills has been recognized as a top priority in the educational sector.

Teachers' professional development programs are seen to be crucial in improving teacher skills. More research is needed to operationalize sustainability competencies and create methods to test and evaluate the growth of students' and instructors' capabilities.

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