



## STUDENT BEHAVIOUR AND ENGAGEMENT ON ACADEMIC PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS

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### Abstract:

Student behavior refers to the activities, conduct, and discipline displayed by students in a classroom setting. Student engagement is the emotional, cognitive, and behavioral participation that students have in their academic work and on-campus activities. This study looks at the relationship between student conduct, engagement, and academic success in higher education institutions. In today's increasingly diverse and digital learning environments, understanding how students behave, participate, and interact with academic content and community is crucial for enhancing outcomes. The study investigates behavioral factors such as attendance, discipline, digital distraction, motivation, and emotional well-being, as well as engagement indicators such as classroom participation, peer collaboration, and extracurricular involvement. The findings indicate a significant relationship between positive behavioral traits and high levels of engagement with academic achievement. The study concludes with recommendations for schools to foster a supportive environment that promotes positive student behavior and deep participation.

**Key Words:** Student Behaviour, Student Involvement, Academic Success, Higher Education, Learning Environment, And Classroom Participation

### Introduction:

This study investigates how students' behaviour and degree of participation influence academic achievement in colleges and universities. Student behavior includes discipline, attendance, punctuality, class attention, and personal responsibility. Engagement is defined as students' active and emotional participation in learning activities such as attending lectures, participating in discussions, utilizing campus resources, or working with peers. The major purpose is to establish how positive or negative student behavior and levels of involvement affect academic outcomes including grades, retention, and personal development. The research intends to help colleges create more effective student support initiatives. Higher education institutions around the world are faced with the problem of promoting student accomplishment in an era of rapid technology advancement and diverse student populations. Student behavior and engagement have emerged as significant determinants of academic success and institutional performance. Punctuality, attention span, adherence to academic norms, and willingness to participate in learning activities all contribute to the overall quality of the educational experience. Similarly, engagement, which is defined as a student's emotional, cognitive, and behavioral involvement in their education, has been strongly linked to perseverance, retention, and performance. This research examines how these two interrelated factors influence academic outcomes in higher education.

### Review of Literature:

The literature provides valuable insights into the relationship between student behaviour, engagement, and academic success in business education. Positive academic behaviors, such as attendance, punctuality, and classroom participation, have been shown in several studies to have a direct impact on learning results. Biggs (2003) highlights that self-regulated learning practices improve performance, especially in MBA programs. Student engagement, defined by Kuh (2009) as participation in coursework, faculty contact, and extracurricular activities, is a strong predictor of success. However, Trowler (2010) observes that external demands such as internships can disrupt engagement at business schools, but Roberts and Styron (2010) emphasize the importance of case-based learning and mentorship in maintaining interest. In business education, new pedagogies such as simulations, live projects, and industry collaborations have been shown to improve engagement and performance (Bryson & Hand, 2007). This is particularly true in specialized domains such as shipping and logistics, where applied learning and industry exposure considerably improve academic relevance (Notteboom & Rodrigue, 2005; Ghosh & Ghosh, 2011). Empirical evidence supports the strong link between engagement and outcomes; Carini, Kuh, and Klein (2006) discovered that behavioural engagement (e.g., class attendance) had a greater impact on GPA than demographic factors, whereas Ramesh and Pandey (2017) discovered that engaged MBA students were more employable. However, difficulties remain, including curriculum overload and insufficient support (Devlin & McKay, 2011), prompting calls for balanced, quality-driven models (Srikanthan & Dalrymple, 2003). To maintain rigor and engagement, specialty programs such as the MBA in Shipping and Logistics must incorporate industry standards (e.g., IMO) and real-world simulations (Banerjee, 2019). Collectively, these data highlight the importance of institutions fostering disciplined behavior, active involvement, and industry-aligned curricula to maximize student achievement.

### Objectives of the Study:

- To assess the influence of student behaviour and engagement on academic performance in higher education institutions.

### Research Methodology:

#### Data Analysis and Interpretation:

Table 1: The relationship between student behaviour and student satisfaction at chosen business schools

Factors	Calculated Values	Student Behaviour & Engagement	Overall Satisfaction
Student Behaviour & Engagement	Pearson Correlation	1	0.788
	Sig. (2 -tailed)	-	0.000

	N	100	100
Overall Satisfaction	Pearson Correlation	0.788	1
	Sig. (2 -tailed)	0.000	-
	N	100	100

\*\* Correlation is significant at the 0.01 level (2-tailed)

This study employed a descriptive survey research design, which is well-suited for collecting quantitative data on current conditions, practices, and perceptions within a defined population. The research investigates the relationship between student behavior, engagement, and academic achievement among MBA students specializing in Shipping and Logistics Management. The study focused on business schools in Chennai, Tamil Nadu, offering MBA programs in this specialization. Chennai was purposefully selected due to its status as a prominent hub for maritime education in India, making it an appropriate setting for this investigation. The target population comprised students currently enrolled in MBA (Shipping & Logistics Management) programs within these institutions.

Given logistical and practical constraints, a non-probability convenience sampling method was used to collect data from readily available and willing participants. A sample size of 100 students was considered adequate for preliminary analysis, offering meaningful insights into student behavior and engagement trends within this academic context.

Data collection involved both primary and secondary sources. Primary data was obtained through an online structured questionnaire consisting of closed-ended and Likert-scale questions designed to measure various dimensions of student behavior, engagement, and academic performance. Secondary data was sourced from academic publications, prior research studies, institutional records, university curriculum documents, and maritime education reports, which provided contextual background and helped validate the study's findings.

This mixed-methods approach supports a comprehensive exploration of the factors influencing student success within the domain of Shipping and Logistics Management education.

The correlation analysis shows a strong positive association between Student Behaviour & Engagement and Overall Satisfaction, with a Pearson correlation coefficient of 0.788. This shows that as students get more involved in academics and campus activities, their overall satisfaction with the institution rises dramatically. The p-value of 0.000 indicates that this link is statistically significant at the 1% level, implying that the results are highly dependable and not the result of random chance. With a sample size of 100, the data provides solid evidence that student engagement has a significant impact on satisfaction levels, underlining the need of institutions encouraging active participation, involvement, and connection among students in order to improve their entire educational experience.

Table 2: Relationship between Higher Education Model and Student Satisfaction in Selected Business Schools

Factors	Calculated Values	Higher Education Model	Overall Satisfaction
Higher Education Model	Pearson Correlation	1	0.948
	Sig. (2 -tailed)	0.000	0.000
	N	100	100
Overall Satisfaction	Pearson Correlation	0.948	1
	Sig. (2 -tailed)	0.000	-
	N	100	100

\*\* Correlation is significant at the 0.01 level (2-tailed)

The correlation study demonstrates a strong positive association between the Higher Education Model and Overall Satisfaction (Pearson correlation value = 0.948). This suggests that the quality and effectiveness of the institution's instructional approach have a significant impact on student satisfaction. The p-value of 0.000 indicates that the association is statistically significant at the 0.01 level, implying that the results are dependable and not random. With a sample size of 100, the findings strongly indicate that improving curriculum design, teaching methods, academic assistance, and institutional structure can result in a significant increase in overall student satisfaction.

**Findings:**

The study found two important relationships influencing student happiness. First, there was a large positive connection ( $r = 0.788$ ) between Student Behaviour & Engagement and Overall Satisfaction, indicating that active student participation in academic and extracurricular activities significantly increases institutional satisfaction. Second, a remarkably strong positive correlation ( $r = 0.948$ ) was found between the Higher Education Model and Overall Satisfaction, indicating that students are significantly more satisfied when institutions implement well-structured academic frameworks, relevant curricula, effective teaching methodologies, and robust support systems. Both correlations were statistically significant at the 0.01 level ( $p = 0.000$ ), indicating the dependability of these findings with a sample size of 100 respondents. These findings underline the importance of student involvement programs and institutional academic excellence in producing positive student experiences, which may be interdependent. The Higher Education Model emphasizes the importance of academic achievement in driving student engagement and satisfaction.

**Suggestions:**

To capitalize on the study's findings, schools should prioritize tactics that increase active student participation such as student organizations, peer mentorship initiatives, participatory learning methodologies, and leadership development programs. These engagement-focused initiatives address the substantial relationship between student involvement and satisfaction. Business schools must constantly improve their education models by modernizing curricula, implementing flexible pedagogies, investing in teacher development, and strengthening academic support systems to preserve their significant impact on student satisfaction.

To capitalize on the study's findings, schools should prioritize strategies that encourage active student participation, such as student organizations, peer mentoring initiatives, participatory learning approaches, and leadership development programs. These engagement-focused projects address the strong link between student involvement and satisfaction. Business schools must

constantly enhance their educational models by modernizing curricula, using flexible pedagogies, investing in teacher development, and strengthening academic support systems in order to maintain their major impact on student satisfaction. This dual focus on dynamic engagement and academic excellence, when combined with systematic feedback mechanisms, creates a virtuous cycle in which engaged students gain more value from a high-quality education model, while a strong academic foundation allows for more meaningful student participation. By employing these interconnected tactics, institutions can systematically improve student experience and satisfaction levels.

**Conclusion:**

The study suggests that student behavior and involvement, as well as the quality of the higher education model, have a significant impact on overall student happiness in business schools. The strong link ( $r = 0.788$ ) between student participation and satisfaction emphasizes the necessity of fostering a dynamic, interactive learning environment. Furthermore, the highly significant association ( $r = 0.948$ ) between the higher education model and satisfaction highlights the importance of well-designed academic institutions and instructional techniques in shaping student opinions. These findings show that schools must strike a balance between academic brilliance and meaningful student participation in order to enhance student satisfaction and educational achievement.

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