INFLUENCE OF LECTURERS' COMMUNICATION BEHAVIOUR ON STUDENT ENGAGEMENT IN ACADEMIC ACTIVITIES WITH SPECIAL REFERENCE TO FACULTY OF COMMERCE AND MANAGEMENT, EASTERN UNIVERSITY, SRI LANKA



BY

ŞANMUKAM KETHUJA

REG NO: EU/IS/2014/MS/27

INDEX NO: MS 1677

A Project Report Submitted to the Faculty of Commerce and Management, Eastern University, Sri Lanka, as a partial fulfillment of the requirement for the Degree of Bachelor of Business Administration (Specialization).



DÉPARTMENT OF MANAGEMENT

FACULTY OF COMMERCE AND MANAGEMENT

EASTERN UNIVERSITY, SRI LANKA

ABSTRACT

Student Engagement is the mostly important factor of the students' academic success. Present study explain the extent to an influences of lecturers' communication behavior on student engagement. According to that, research aim focusing to identify whether the lecturers' communication behavior impact on students' engagement in Faculty of Commerce & Management, EUSL in Batticaloa.

The quantitative study conducted based on primary data which were collected among 265 students by using self-administrated questionnaire. The collected data were analyzed using descriptive statistics, correlation analysis, and simple regression analysis by using SPSS 22 version software. The objectives of this study are to assess the levels of lecturers' communication behavior & student engagement and to examine the relationships among these concepts and analysis how lecturers' communication behavior influence the student engagement.

Based on the findings of the study, this research concludes that student engagement and lecturers' communication behavior level is high level. As well, there are strong positive and significant relationship between student engagement and lecturers' communication behavior. And also this study concluded that strong positive relationship between lecturers' communication behaviors and dimensions of student engagement such us emotional, cognitive but medium positive relationship between behavioral engagement & lecturers' communication behavior. This study proposes that lecturers must prevent students' boredom in their academic activities through good communication behavior and also engaging the students for their academic success to get good job in their future.

Key words: Student Engagement (SE), Lecturers' Communication Behavior (LCB)

TABLE OF CONTENTS

ACKNOWLEDGMENT	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	viii
LIST OF FIGURES	X
LIST OF ABBREVIATIONS	
Chapter - 1: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	
1.3 Research Questions	4
1.4 Research Objectives	5
1.6 Organization of Chapters	5
1.7 Chapter Summary	6
1.7 Chapter Summary	6
1.7 Chapter Summary Chapter - 2: LITERATURE REVIEW	7
1.7 Chapter Summary	7
1.7 Chapter Summary Chapter - 2: LITERATURE REVIEW	7 7
1.7 Chapter Summary	
1.7 Chapter Summary Chapter - 2: LITERATURE REVIEW 2.1 Introduction 2.2 Student Engagement 2.3 Definitions of the Dimensions of Student Engageme	
1.7 Chapter Summary	

2.5 Concept of the Communication Behavior	21	
2.5.1 Communication Process	22	
2.5.2 Barriers to Communication	23	
2.5.3 Badly Expressed Message	23	
2.5.4 Poor Listening.	23	
2.5.5 Communication Technology in Aiding the Role of the Teacher2	24	
2.6 Definitions of the Dimensions of Lecturers' Communication Behavior2	26	
2.6.1 Understanding and Friendly2	26	
2.6.2 Challenging	27	
2.6.3 Controlling	27	
2.6.4 Encouragement & Praise	8.	
2.6.5 Non-verbal Support	28	
2.6.5 Non-verbal Support	29	
2.7.1 The Synchronous Approach	29	
2.7.2 The Asynchronous Approach	29	
2.8 Relationship between SE & Lecturers' Communication Behavior	29	
2.9 Appraisal of Literature Reviewed	2	
2.10 Chapter Summary	3	
Chapter - 3: CONCEPTUALIZATION AND OPERATIONALIZATION34		
3.1 Introduction	4	
3.2 Conceptualization	4	
3.3 Conceptual Framework	4	
3.4 Lecturers' Communication Behavior	5	
3.5 Definitions for the Dimensions of Lecturers' Communication Behavior3	6	
3.5.1. Understanding and Friendly	6	
3.5.2 Challenging	6	
3.5.3 Encouragement & Praise	6	

3.5.4 Nonverbal Support	36
3.6 Student Engagement	37
3.6.1 Emotional Engagement	37
3.6.2 Cognitive Engagement	38
3.6.3 Behavioral Engagement	38
3.7 Operationalization	38
3.7.1 Summary of Operationalization	
3.8 Transactional Distance Theory	43
3.9 Chapter Summary	44
Chapter - 4: RESEARCH METHODOLOGY	45
4.1 Introduction	45
4.2 Research Philosophy	45
4.2 Research Philosophy 4.3 Research Approach	46
4.4 Research Strategy	
4.5 Methodological Choice	47
4.6 Time Horizons	
	47
4.7 Area Selection	
	48
4.7 Area Selection	48
4.7 Area Selection 4.8 Population.	48 48
4.7 Area Selection 4.8 Population	48 48 49
 4.7 Area Selection 4.8 Population 4.9 Sampling Technique/Method 4.10 Sampling Framework and Sample Size 	48 48 49 50
 4.7 Area Selection 4.8 Population 4.9 Sampling Technique/Method 4.10 Sampling Framework and Sample Size 4.11 Methods of Data Collection & Source 	48 48 49 50
 4.7 Area Selection 4.8 Population 4.9 Sampling Technique/Method 4.10 Sampling Framework and Sample Size 4.11 Methods of Data Collection & Source 4.11.1 Primary Data 	48 48 49 50 50
 4.7 Area Selection 4.8 Population 4.9 Sampling Technique/Method 4.10 Sampling Framework and Sample Size 4.11 Methods of Data Collection & Source 4.11.1 Primary Data 4.11.2 Secondary Data 	48 48 49 50 50 51
4.7 Area Selection 4.8 Population. 4.9 Sampling Technique/Method. 4.10 Sampling Framework and Sample Size. 4.11 Methods of Data Collection & Source. 4.11.1 Primary Data. 4.12 Secondary Data. 4.12 Research Instrument.	48 48 49 50 50 51
4.7 Area Selection 4.8 Population 4.9 Sampling Technique/Method 4.10 Sampling Framework and Sample Size 4.11 Methods of Data Collection & Source 4.11.1 Primary Data 4.11.2 Secondary Data 4.12 Research Instrument 4.13 Source of Measurements	48 48 49 50 50 51 52

	4.15 Validity and Reliability of Instruments	55
	4.16 Unit of Data Analysis	55
	4.17 Method of Data Analysis.	56
	4.18 Method of Data Evaluation	56
	4.18.1 Univariate Analysis	56
	4.18.2 Bivariate Analysis	57
	4.18.3 Correlation Analysis	57
	4.18.4 Regression Analysis	58
	4.19 Method of Data Presentation	59
	4.20 Ethical Consideration	60
	4.21 Chapter Summary	60
C	Chapter - 5: DATA PRESENTATION AND ANALYSIS	61
	5.1 Introduction	61
	5.2 Analysis of Reliability	61
	5.3 Data Presentation for Personal Information	62
	5.3.1 Frequency Distribution of Department	
	5.3.2 Frequency Distribution of Gender	
	5.3.3 Frequency Distribution of Year of Study	65
	5.4 Data Presentation for Research Information	66
	5.4.1 Univariate Analysis	66
	5.4.2 Bivariate Analysis	72
	5.4.3 Regression Analysis	75
	5.5 Testing Hypotheses	76
	5.6 Chapter Summary	78
C	Chapter - 6: FINDINGS AND DISCUSSION	79
	6.1 Introduction	79
	6.2 Discussion about Personal Information	79

	6.2.1 Department of Student	79
	6.2.2 Gender	79
	6.2.3 Year of Study	80
	6.3 Discussion: Objective One	80
	6.4 Discussion: Objective Two	81
	6.5 Discussion: Objective Three	
	6.6 Chapter Summary	84
C	Chapter - 7: CONCLUSION AND RECOMMENDATIONS	85
	7.1 Introduction	85
	7.2 Conclusion	85
	7.2.1 Objective One	85
	7,2.2 Objective Two	86
	7.2.2 Objective Two	86
	7.3 Contribution of the Study	
	7.3.1 Knowledge Contribution	86
	7.3.2 Managerial Contribution	
	7.4 Recommendations	87
	7.5 Limitations of the Study	
	7.6 Direction for Future Studies	89
TAX STATE OF THE PARTY OF THE P	LIST OF REFERENCES	90
A	APPENDIX – A	110
	A DEPTHENANCE DE	1177