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Teacher Engagement and Student Achievement in Master's Program: Faculty of Education, Tribhuvan University

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Article Info	Abstract
	In modern educational organizational research and practice, teacher engagement has emerged as a key area of concern, propelling initiatives to match teacher motivation with strategic objectives. To increase involvement, improve performance, and ensure long-term sustainability, educational institutions all around the world are implementing a variety of interventions. The purpose of the study is to explore the influence of teacher engagement and its key aspects on student achievement in master's programs at the Faculty of Education, Tribhuvan University. The study employed a qualitative case study design, and two constituent campuses taken as the research unit. Four teachers and eight students were included as participants in the study. A purposive sampling technique was used to acquire information. Data were collected by unstructured and open-ended questions, stated in verbatim form, transcribed, coded, and analyzed to generate themes. The study found that the holistic teacher involvement and care, personalized support and productive feedback meaningfully increase student stimulus, learning, and educational enhancement in master's programs. Furthermore, the study also found that teacher engagement in master's programs is perceived by students as multifaceted, and pedagogical awareness boosts their motivation, performance, identity, and learning, which helps in their preparation as future instructors and scholars. Effective teacher engagement in master's programs enhances student motivation, learning, and professional development, preparing them as future scholars. This study highlights the holistic teacher involvement to increase student learning, inspiration, and professional growth. Moreover, it may be helpful to implement new engagement policies to improve the teaching learning process in higher education.

Higher education is a fundamental capital investment for a nation's economic and social development, recognized as a dynamic component of its overall development (Upadhyay, 2018). Similarly, higher education has always been a key pillar of knowledge and skill development, which has always been essential for humankind's survival and ongoing progress. The existing model of teacher engagement consists of three dimensions: cognitive, emotional, and social or behavioral. Cognitive engagement involves a person's focus on work-related tasks, emotional engagement addresses positive responses, and social engagement involves teachers' investment in establishing connections with students and colleagues (Klassen et al., 2013)and followed five steps in developing and validating the ETS. The result of our scale development was a 16-item, 4-factor scale of teacher engagement that shows evidence of reliability, validity, and practical usability for further research. The four factors of the ETS consist of: cognitive engagement, emotional engagement, social engagement: students, and social engagement: colleagues. The teacher engagement is a prerequisite for student engagement, and the effort of both teachers and students is closely linked (Williams, 2003). Schools and other educational institutions play a central role in shaping our lives (Stromquist, 2018). Learning is the systematic acquisition of

knowledge, skills, and values through formal education from universities and colleges and informal education from everyday experiences and self-directed learning activities (González-pérez & Ramírez-montoya, 2022)equitable, and quality education and promote lifelong learning opportunities for all, also reducing the negative impact of COVID-19 and the major post-pandemic social issues. This article analyzes which components of Education 4.0 have been considered in 21st century skills frameworks and identifies the teaching and learning methods and key stakeholders impacted. We conducted a systematic literature review (SLR).

Tertiary education delivers specialized knowledge, critical skills, and flexibility, increasing personal development and societal advancement. The working conditions in educational organizations is crucial for enhancing faculty members' instruction and research proficiencies. In addition, teacher effectiveness is a central part in sincere educational teaching and learning process (Looney, 2009). Moreover, in the higher education context, the instructive activities and discourses of faculty members targeted at enhancing research, innovation, and competence raising are measured as educational performance. Teaching efficiency is recognized by all stakeholders as a primary cause influencing student learning and resulting student achievement. Furthermore, the relationship between teaching efficacy and student learning is supported by several experimental studies and reports indicating a direct connection.(Akram, 2019). Likewise, teacher-student relations are a significant portion influencing learner attainment (Xu & Qi, 2019). In addition, the teacher displays a key role in determining the learning environment, which meaningfully affects student involvement and stimulus (Collie et al., 2016). Besides, understanding teacher promise is serious for fruitful academic outcomes, and it has a direct impact on student achievement (Sukris et al., 2022). However, significant facets influencing teacher stimulus, retention, and performance have been ignored as a result of the lack of detailed understanding of teacher involvement and commitment, which may possibly result in a weakening in student success and educational worth (Schechter, 2020).

Likewise, research shows a linkage between teacher emotional attention and students' academic involvement; up till now the precise ways it raises achievement remain underexplored (Shen et al., 2024).The scene of higher education is fast growing with the initiation of transferable learning and informative methods. In spite of these progressions, the role of teachers remains central for increasing student involvement. Moreover, the students who experienced having teacher and colleagues' feedback provided through Schoology did not perform better in writing than those who experienced having traditional teacher feedback (Zhong, & Li, 2020). Thus, fostering engagement is a key issue in contemporary higher education (Spruit & Joosten, 2019)this does not mean that the faculty is less relevant. On the contrary, the faculty are an ever-important factor that is needed to increase student engagement. Disengaged students are in fact more problematic than low achieving students. This is because of the disruption disengaged student bring in the classroom. Therefore, increasing student engagement is a key challenge in higher education today. Research suggests that active learning, value and expectations are important factors that determine student engagement. Some of these factors can be indirectly influenced by the faculty and course designers. Against this background, the objective of this chapter is to examine if dwindling student engagement in higher education can be addressed with CURPA, i.e. a Curriculum and course planning. Teacher engagement is considered a crucial factor in fostering student engagement; however, neglecting it and focusing merely on student engagement ignores the base required to support and the applicable teaching learning process (Hellbusch, 2022).

Engaged teachers are characterized as energetic, dedicated, and absorbed in their work, demonstrating hard work, involvement, and a state of being happily held. They typically experience positive emotions, improved psychological and physical health, create personal and job resources, and influence others' engagement positively (Bakker et al., 2008). The study discusses methods for Tribhuvan University's Faculty of Education to enhance academic programs and policies aimed at human resource development within Nepal's education system, while omitting considerations of teacher engagement or student achievement (Mainali, 2025). Furthermore, the study is acquainted with an Engagement Framework aimed at promoting staff and students' involvement in a Faculty of Education, though it does not precisely emphasize the elements of teacher engagement that contribute to student accomplishment (Pittaway, 2012). In addition, the study searches master's students' group

effort with peer feedback on their views, although ignoring concerns of teacher involvement and student performance in master's programs at the Faculty of Education (Yu et al., 2018). Similarly, the study is not pertinent to the query as regards teacher engagement and student achievement in master's programs at the Faculty of Education, and it attentions only on student engagement and educational performance in the context of pandemic-driven online teaching and learning activities (Campeanu & Anghel, 2023).

The emotional and empathetic association, joint with physical engagement, needs members to work with concentration and be present, energetically involved in their jobs. This commitment is crucial for nurturing deeper connections and increasing collective efforts (Kahn, 1990). Additionally, according to the current model, teacher commitment comprises three dimensions: cognitive, emotional, and social aspects (Klassen et al., 2013)and followed five steps in developing and validating the ETS. The result of our scale development was a 16-item, 4-factor scale of teacher engagement that shows evidence of reliability, validity, and practical usability for further research. The four factors of the ETS consist of: cognitive engagement, emotional engagement, social engagement: students, and social engagement: colleagues. The ETS was found to correlate positively with a frequently used work engagement measure (UWES). Similarly, student commitment, specifically in the affective domain, is a main predictor of educational success at the university level (Chhetri, 2022). Teachers' positive behaviors correlate significantly with students' academic achievement at the Faculty of Education, Tribhuvan University (Subedi et al., 2024). The paper explores the impact of engagement learning strategies combined with ICT tools on improving student interest and confidence in mathematics education at the Faculty of Education, Tribhuvan University (Acharya et al., 2023). Perceived value and effort in learning tasks are crucial factors in graduate student engagement that lead to improved learning outcomes (Caulfield, 2010). Perceived teacher emotional support and student engagement are essential connections between teacher support and student achievement (Tao et al., 2022). Good involvement increases students' enjoyment with their learning, encourages a deeper comprehension of the material, and cultivates an attitude of lifelong learning (Pan, 2023). Students' academic and emotional development is greatly assisted by teachers' emotional support. This support enhances academic achievement and promotes general psychological well-being by attending to students' basic psychological needs, such as relatedness, competence, and autonomy (Lei et al., 2018).

Teachers' professional growth improves school quality, boosts teacher efficiency, and supports student learning achievement (Opfer & Pedder, 2011). But, due to inadequate model upgrading, the commonality of existing studies has produced insufficient outcomes (Webster-, 2013). The important reason for increased consideration is the accumulating evidence showing that teacher engagement as an essential dimension of contextual antecedents would impact student-level outcomes. If students understand how teacher demonstrate their beliefs, feelings, and involvement in teaching-learning activities (Perera & John, 2020). The study emphasizes the importance of teacher support in boosting student engagement, identifying both internal factors (motivation, self-efficacy, psychological needs) and external factors (class climate, teacher and peer relationships) as significant mediators (Prananto et al., 2025)thereby enhancing academic outcomes. Objective: This systematic literature review consolidates research on the impact of perceived teacher support on student engagement in higher education. This study emphasizes the association between teacher support in improving students' academic performance, motivation, and retention. Furthermore, the review explores key theoretical frameworks, such as self-determination theory and social cognitive theory, alongside methodological tools such as measurement instruments and statistical analyses. The goal is to equip psychologists and educational researchers with insights into the relevant frameworks, tools, and methods for advancing future studies within the context of higher education. Methods: This study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Engagement is crucial for organizations as it enhances overall performance and client satisfaction. Studies indicate a positive correlation between work engagement and various performance metrics, including in-role and extra-role performance, business unit performance, and client satisfaction (Halbesleben & Wheeler, 2008). The results indicated that teacher engagement has a direct and positive influence on the achievement of students (Wang et al., 2022). According to Marsh (2007), Social Exchange Theory (SET) offers a vital lens through which to view teacher engagement and its effects on student achievement. Moreover, the

study can measure students' views on teacher engagement by using SET tenets like clarity, excitement, responsiveness, and educational organizations, which can be linked to academic results, providing information about the elements of instruction that have the most effect on students' achievement. This study investigates the relationship between teacher engagement and student achievement in master's programs at the Faculty of Education, Tribhuvan University. The study was guided by the following specific research questions:

a) How does teacher engagement influence students' achievement in master's programs at the Faculty of Education, Tribhuvan University?

b) What specific dimensions of teacher engagement contribute most significantly to enhancing student achievement in master's programs at the Faculty of Education, Tribhuvan University**?**

Method and Materials

Understanding the relationship between teacher engagement and student achievement is essential for enhancing efficiency in the master's program at the Faculty of Education, Tribhuvan University. This study used a qualitative approach and a case study research design. Since case study research provides an in-depth analysis of a specific case in its real-life situations to obtain detailed insights (Creswell, 2013). To empirically examine the issue at hand, two constituent campuses in the Kathmandu valley offering master's programs were chosen as research units due to their established duration and experienced faculty and students. Two teachers from each campus, two core departments, and four students from each campus enrolled in various education subjects were involved to gather in-depth insights into their engagement experiences. Furthermore, more than ten teachers and students participated in the interview as a sample. The sample size of a qualitative study should range from a minimum of ten to a maximum of fifty for inclusive and fair consideration for qualitative research (Levitt et al., 2018). A purposive sampling technique was applied to get precise and comprehensive information from the informants. Data were gathered through unstructured and open-ended questions through scheduled interviews with each category of informers. The researcher also used memos when conducting interviews with the participants and incorporated the information into the research. All the participants involved in teaching learning process were interviewed and observed during the data collection process. The reliability and validity were established by triangulation and multiple interviews. The data from participants were transcribed, coded, categorized and thematized. To classify the major themes, examine them, and make a final report, the study used thematic analysis of the data. The information was coded, condensed, and delivered for analysis by the researcher.

Findings

The study's outcomes are derived from findings obtained through interviews and observations of the sample units, which are further enhanced by the interpreted meanings attributed to these data. During the interview and observation, when asked how teacher engagement influences student achievement in master's programs, they expressed varied opinions. Participants (teachers) actively engaged in teaching master's programs.

Individualized help and constructive feedback: teacher (A) opined that understanding the students' goals and offering personalized feedback foster work quality and student confidence. Generally, engagement is reciprocal students excel when genuine investment, enthusiasm, and accessibility. Faculty focused on the necessity of creating a collaborative and inquiry-oriented learning environment. Among participants, one said that collective higher-level teaching goes beyond content delivery, which includes modelling academic curiosity, enhancing meaningful conversation, and providing mentoring during the complex investigation process.

Similarly, collaboration and outcome-oriented engagement: the other participant (B) clarified that while teachers are completely involved and become accountable, surely students become more motivated to take intellectual risks and perspectives in handling challenges. Various instructors highlight on the significance of result-focused participation, specifying the consistency in communication, timely feedback, and sincere care for students' professional growth, raising motivation and performance. As a faculty (B) opined that a supportive community is created by engagement enables students to do

their best. These understandings demonstrate that besides teaching, effective teacher involvement in a master's program encompasses mentoring, responsiveness, and intellectual collaboration, all are essential for advanced learning and to get success.

Scholarly cooperation and holistic support: holistic teacher involvement improves student stimulus and achievement. As one of the faculty (C) said that master's Level students become more inclined to take part and own greater initiative in learning when they feel cared for beyond just for their rankings. Most participants also highlighted how important academic learning is for teacher involvement in writing, research activities, and discourses among the students. Furthermore, long-term individualized support helps promote students' academic progress by enhancing professional, emotional, and cognitive development; obviously, such steps improve students' achievement. During the interviews, participants (all four teachers) were asked what specific dimensions of teacher engagement contribute most significantly to enhancing student achievement. Their responses were as follows:

Multidimensional teacher involvement moves student learning achievement: teachers (A and B) recognized several forms of involvement that encourage student learning. Additionally, these include emotional engagement, encouraged by sincere care and attention; cognitive engagement, attained through critical thinking and active sharing; interpersonal engagement, effective by strong teacher–student relationships; instructional engagement, improved by different teaching strategies and appropriate feedback; and mentorship, which supports students' academic and individual growth through focused guidelines. Likewise, most participants further recognized three crucial dimensions of teacher engagement—cognitive, emotional, and physical (behavioral)—as meaningfully improving student achievement and raising deep learning and scholarly progress at the master's level programs. Likewise, pedagogical awareness and scholarly presence: most faculties emphasized the importance of academic presence, confirmed through expertise, critical thinking, and scholarly interest. One participant (C) clarified, *"By demonstrating how to analyze multifaceted ideas and engage critically with works, students are stimulated to accept a related scholarly method in their work."* Similarly, pedagogical responsiveness was also described as needed, requiring the revision of instruction to see students' needs, the provision of timely feedback, and the construction of experiences that improve advanced skills. Instructors highlighted, regulating teaching in real time according to student performance confirms continuing progress.

Similarly, integrated involvement and co-design accountability: it encourages intellectual recognition and increases student achievement. Faculty (D) emphasized the significance of cognitive involvement by displaying and supporting to enhance high-level thinking and guided students in studying and constructing creative arguments. One participant (A) described, "By designing tasks that necessitate critical reasoning and promoting dialogue, teachers support students' growth towards becoming emerging scholars." Likewise, faculty (B) painted that genuine emotional involvement improves motivation, belief, and flexibility in students. Besides, most teachers focused on indicating care and empathy, and making an emotionally safe environment, which motivates students to take risks, persist through challenges, and succeed within the emotional challenges of graduate studies. Moreover, teachers (A and B) also emphasized the significance of physical and behavioral engagement, as well as regular presence, active sharing, and timely feedback. Besides, as one faculty (D) said, *"attributes like punctuality, preparedness, and responsiveness point toward commitment, encourage responsibility, and display students that their efforts are valued."* Likewise, most teachers highlighted a holistic pedagogical approach, viewing cognitive rigor, emotional support, and visible responsiveness as interrelated. Real engagement in teaching mixes these features, facilitating master's students' highest possible success. Throughout the interviews and observations, students were asked, How does teacher engagement influence student achievement in master's programs? Their replies were as follows:

Students emphasized several crucial factors that improve their learning experience. Most informants (students) said that teachers who display sincere interest and deliver inspiration increase students' motivation and confidence. Rich clarification and appropriate feedback were also highlighted as nurturing deeper understanding. In the same way, one student described that learning becomes outstanding when students are engaged in collaborative activities. In the investigation, mentoring was found to be needed for overcoming problems and rising the ability of output. "Supervise and in research

jobs helps me overcome complications and increases the quality of my work."

Moreover, students highlighted that teachers are appreciated role models for of their expertise and devotion. According to most participants, we are motivated to accept positive attitudes toward learning by teachers' commitment and professionalism. Alike, students emphasized that the intellectual enthusiasm and active participation of teachers play a key role in promoting their motivation and commitment to learning. Likewise, most participants explained, "Authentic engagement, combined with consistent feedback and readily available academic support—including thorough review of drafts, prompt replies, and clear descriptions of complex ideas—helps us understand well, decreases anxiety, and builds our confidence in our academic capabilities." Similarly, students also acknowledged that when teachers are involved personally by recalling their research interests and accepting their progress, it boosts their sense of belonging and professional identity. Also, as one student said, "When my supervisor remembers my research goals and comments on my progress, I feel more connected and motivated." In the same way, students highlighted that teacher engagement helps build students' flexibility and adaptability. In addition, most students clarified, "support from teachers throughout difficult times, such as thesis writing or exams, and strengthens our motivation and persistence."

For the duration of the interviews and observations, students were asked, What specific dimensions of teacher engagement contribute most significantly to enhancing student achievement in master's programs at the Faculty of Education? They answered as follows:

Master's level students at the concerned campuses have interviewed and observed, then they highlighted that teacher involvement in cognitive, emotional and behavioral domains significantly affects our academic development, confidence, and scholarly identity. Cognitive engagement is improved while teachers model scholarly inquiry and inspire critical discussion, stimulating students to think as researchers. Similarly, most participants elucidated, "Effective seminars involve teachers who listen attentively, challenge ideas, and help improve arguments, which improves the overall quality of our work." Most students emphasized the importance of teachers' empathy and support in making a positive learning environment. Likewise, as most students said, "appreciation from gurus encourages confidence and emotional drive, and being seen as evolving professionals, rather than just students, inspires risk-taking and the advancement of our academic identities.

Likewise, most students also underscored how teachers' regular attendance and response show devotion and increase students' motivation and output. Noting that "when teachers follow up outside of class, it inspires us to excel," they praised teachers who are on time, prepared, participate fully in class discussions, and provide quick feedback. Also, students often describe teacher engagement as much more than just delivering course content. To them, it's a living, breathing interaction—one that challenges their thinking, supports them emotionally, and invites them to participate actively during the learning journey. Moreover, students emphasized that when our teachers are genuinely engaged, we truly feel that the classroom becomes as a learning organization, and it doesn't just help us pass exams but it also helps shape us into future teachers and scholars.

In this way, teacher engagement in master's programs is an essential different method that includes intellectual, emotional and practical support. While teachers display actual participation and attention, provide guidance, deliver timely feedback, and actively engage in teaching and learning process and then students perceive and experience more motivation and support.

Discussion

The study explored the teachers' active engagement in relation to students' learning experiences and achievement. Likewise, the holistic teachers' involvement is recognized as a central factor for students' learning experiences, achievement and success. The teachers' dynamic engagement and students' learning experiences, as well as achievement, are closely interrelated. Also, most researches on educational achievement highlight student engagement, however, ignoring the role of teacher engagement. Then again, teacher active involvement plays an essential role in enhancing student engagement and as a result, fostering students' learning achievement. Overall, teacher engagement positively influences students' learning achievement through enhancing motivation and profound learning. Strong teacher involvement through teaching, emotional support, and timely feedback improves performance, critical

thinking and long-term educational achievement. Teachers' active and positive behaviors, including preparedness, proper feedback and concern for students' progression, significantly impact students' learning achievement. Active teacher engagement fosters students' motivation, confidence, and overall academic performance. The findings of the first research question indicate that teacher engagement demands multiple approaches that directly influence students' learning achievement. This finding is in line with the previous studies by Wang et al. (2022), Hellbusch (2022), and Subedi et al. (2024). However, it contradicts Shen et al. (2024).

This study emphasizes the important role of teachers' active involvement and support in stimulating student participation and academic achievement. The active involvement of the teacher in the teaching learning process is indispensable for the active involvement of the students and the act of engagement of both of these are interrelated. This study shows a close relationship between teachers' emotional support and students' academic engagement. Therefore, teachers' active participation and emotional support are important for students' learning achievement. The active involvement of teachers in master's degree programs appears to be multifaceted; these are mainly cognitive, emotional and practical aspects. Moreover, active engagement of teachers involves many aspects that develops student motivation, resilience and identity resulting in improved learning achievement. The success of the master's program in the semester system at Tribhuvan University's Faculty of Education depends on active teacher engagement. Teachers' intellectual engagement, emotional support, patience, active participation, and personal guidance help enhance students' understanding and academic performance. However, while these aspects are lacking and teachers are not actively engaged, students' learning achievement is negatively affected. This finding is in line with Tao et al. (2022), Prananto et al. (2025) and contradicts Campeanu and Anghel (2023).

This study highlights teacher active engagement in a semester system master's degree program, which is a comprehensive process that improves learning achievement while developing students' motivation, resilience, and identity which make them skilled instructors and researchers. Active engagement of teachers involves cognitive, emotional, and behavioral activities in teaching learning process. Thus, it is also called a holistic approach. Similarly, teacher involvement is important for students' success in master's programs. Significant aspects involve intellectual enthusiasm, active involvement, appropriate feedback, individualized support, and mentorship. Likewise, students appreciate teachers' sincere interest and professionalism that make a helpful academic environment, increasing motivation, persistence, self-efficacy, and academic progress. Teacher job involvement and empowerment are inspired by collaboration, decision-making involvement, and genuine leadership, leading to increased satisfaction, motivation, and originality. Also, engagement is stated physically, cognitively, and emotionally; but, teachers' personal happiness is not under the control of heads. These strategies align with Social Exchange Theory (SET) that highlights mutual exchange when teachers clearly communicate and provide feedback and students feel justice and mutuality, which increases success. Likewise, teachers create positive emotional exchanges that encourage students to invest more in learning.

Conclusion and implications

The study concludes that teacher engagement in master's programs is a holistic and multidimensional practice that includes cognitive, emotional and behavioral components. Teachers have a central effect on the educational and sustainable achievement of their students. Likewise, teacher engagement is key to an educational institution's success, and importantly it prompts students' results positively. Student engagement is vital to the teaching and learning process, with the involvement of teachers being central in shaping students' participation. Thus, teachers play a key role in fostering students' motivation, flexibility, academic achievement and self-development. In addition, by means of integrating cognitive, emotional, and behavioral approaches, together with critical inquiry and individualized mentorship, teachers can substantially increase students' motivation and learning achievement.

Likewise, supporting cognitive, physical, and emotional engagement of teachers is related to student achievement. A positively involved teacher successfully provides instruction, embraces innovation, adjusts to student needs, and displays passion and satisfaction in their effort. Teacher involvement and student achievement are connected to each other and require substantial care in an educational

setting. The master's programs at the Faculty of Education should act as holistic mentors, combining intellectual rigor with emotional support to promote students' overall development. The university needs to align policies and rewards to value holistic teaching, which fosters critical thinking, self-efficacy, and professional identity, ultimately enhancing the educational practice. This study is also valuable to implement new engagement policies to develop teaching learning processes in higher education.

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