

Abstract

With the further development of the new curriculum reform, much more attention has been focused on the topic of student class engagement in recent decades. This paper aims to improve students' self-efficacy and motivation to enhance student class engagement through organizational development interventions. The main purposes of the dissertation are as follows: (1) to assess and analyze the status of student class engagement; (2) to design and implement organizational development interventions (ODIs); (3) to determine the differences of average score between the experimental group and the control group at pre-ODI and post-ODI stages; (4) to identify the relationship between self-efficacy and student class engagement; and (5) to identify the relationship between motivation and student class engagement.

The relationship between self-efficacy and student class engagement as well as motivation between student class engagement is the foundation of the conceptual framework of this study. Social skills, cognitive operation, affective coping, integrative motivation and instrumental motivation will be used as independent variables to measure the dependent variable of student class engagement (cognitive engagement, emotional engagement and behavioral engagement). The paper uses action research as a research method and non-randomized control group and experimental group samples are used for comparison. In addition, quantitative and qualitative data are used to measure and analyze the effects of ODIs on student class engagement, self-efficacy and motivation.

The results of post-ODI stage shows that the experimental group improved significantly in four variables (social skills, cognitive operation, affective coping, and integrative motivation), and there is a positive correlation between self-efficacy and motivation on student class engagement. There is no significant improvement for the control group between pre-ODI and post-ODI stages without any interventions.

This study supports the impact of self-efficacy and motivation on student class engagement through organizational development intervention. However, in order to achieve

sustainable change, further actions should be carried out to have a greater impact on the long-term development.

✓ **Keywords:** student class engagement, self-efficacy, motivation, organization development interventions, change, impact

