CLASSROOM MANAGEMENT, CONSTRUCTIVIST TEACHING AND PUPILS' ENGAGEMENT IN REMEDIAL CLASSES IN GOVERNMENT AIDED PRIMARY SCHOOLS IN NJERU MUNICIPALITY, UGANDA

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A DISSERTATION SUBMITTED TO DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

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DECLARATION

I, Faridah Nantale Kasirivu, affirm that this dissertation is wholly original and has not been presented before to other institutions for any award.

Signed…….

Date……

APPROVAL

We the undersigned attest to having overseen this dissertation by Faridah Nantale Kasirivu on **"**Classroom management, constructivist teaching and pupils' engagement in remedial classes in government-aided primary schools in Njeru Municipality, Buikwe District, Uganda." It is submitted with our approval as Supervisors.

Signed…….

Date……

Dr. Wilson Mugizi

Signed…….

Date……

Dr. Joseph Rwothumio

DEDICATION

I dedicate this dissertation to my Late Aunt Hajjat Mayi Kibowa Nazigo Bugerere who supported my education during the formative days. May her soul rest in perfect eternity.

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It would have been impossible for me to succeed in this task of carrying out this research if left to struggle alone. With this in mind, I wish to most sincerely acknowledge the input of my Supervisors Dr. Wilson Mugizi and Dr. Joseph Rwothumio who guided me in all stages of carrying out this research. Thanks go to my lecturers at Kyambogo University for their guidance and encouragement during the program. I appreciate the guidelines given by the school of Education Higher Degrees Committee. I am also grateful to my course members for always encouraging me. I wish to extend sincere thanks to the management, staff and pupils of the schools that took part in the study. I am also thankful to my Njeru Municipality Education Department for releasing me to go for further studies and continued to extend moral and material support to me during the study period. Appreciation also goes to staff at Ahmadiyya Muslim P/S and Fellow Headteachers in the Municipality for encouragement and support. Gratitude goes to my dear husband Hajj Swaib Katongole who gave me encouragement, morale and financial support throughout the course, our children Husnah, Ahmad and Talha who missed maternal care while I was away on this course.

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ABSTRACT

This study examined the influence of classroom management on pupils' engagement in remedial classes moderated by constructivist teaching in primary schools in Njeru Municipality, Uganda. Specifically, the study sought to establish the influence of classroom management, constructivist teaching on pupils' engagement and the moderating effect of constructivist teaching on the influence of classroom management on pupils' engagement in remedial classes. Guided by the quantitative approach, the study applied a correlational research design, collected data using a questionnaire and carried out Descriptive and inferential analyses on a sample of 216 pupils. Results showed that pupils rated teachers' classroom management, use of constructivist teaching and their own engagement to be high. Inferential analysis indicated that classroom management and constructivist teaching had a positive significant influence on pupils' engagement in remedial classes. However, classroom management partially moderated the influence of classroom management on pupils' engagement in remedial classes in primary schools. Hence combining effective classroom management and constructivist teaching is imperative for pupil engagement in remedial classes. It was recommended that teachers should always ensure that effective classroom management go hand in hand with constructivist teaching to promote pupil engagement in remedial classes.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Pupils in poorly performing schools need remedial classes to enhance their academic performance (Yolak et al., 2019). However, the fact that remedial classes are conducted at odd hours (often before and after classes) when pupils are tired and tuned to being at home, raises concern on the level of learners' engagement in them (Simonez, 2016). This research evaluated the influence of classroom management pupils' engagement in remedial classes moderated by constructivist teaching in primary schools in Njeru municipality, Buikwe district.

1.1 Background to the study

The background introduces, conceptualises and contextualise the study problem besides providing its theoretical foundation.

1.1.1 Historical Background. Remedial education is a relatively old concept in education that dates to the 17th Century. The practice started on a small scale in the United States of America (USA) and quickly spread to Europe, eventually covering the whole world (Boman, 2022). According to Raffick (2002) remedial lessons take different forms: they can be at individual level; teachers can teach small groups at home or at school; or they can be large groups using large theatre halls. Home based remedial lessons are conducted at the client's home while group teaching is done in groups of 30-60 and pupils usually attended in a hall. In the USA, remedial education has been an issue for nearly 400 years in the history of American

education (Parker et al., 2010). Assessments from surveys in the USA suggest that about 40 per cent to 60 per cent of elementary learners require remediation in English, Mathematics, or both. However, some states in America are changing their ideas on remedial classes due to inaccurate placement, high attrition rates and high charges teachers demand from parents. For example, remedial classes have been optional in Florida since 2014. Many other states in the USA, have changed the rules on remedial education so as to reduce the number of learners who are sent to remedial lessons (Jimenez et al., 2016).

In Asian countries, remedial classes became pronounced in the 1960s, when countries like Japan, Korea and Taiwan adopted them as compensatory education (Boman, 2022). In India, since 2008, Delhi's poor municipal schools have offered remedial instruction supported by the Centre for Social Security Action and Research (Bansal & Deepika, 2017). Teachers take learners who have difficulty, through the normal subjects to address inadequacies of the school system and enable them grasp key aspects of the standard curriculum and boost their academic performance. Attending those classes helps pupils gain confidence and increases school retention rates (Yolak, 2019). In Malaysia, remedial learning was initiated in 1967 with the ‘withdrawal system' (Sultan, 2019). The Ministry of Education established 3,399 Special Remedial Classes across the country. In 2009, A total of 111 classes (3.3%) were set up, 2.917 (85.9%) were under construction and three (0.1%) in the pre- construction phase (Radzi et al., 2017).

In many African countries, learners’ academic achievement is low requiring remedial support. Taking the example of Nigeria, after the introduction of the new salary scale which lowered salaries, several highly qualified teachers left the

teaching profession in search of other opportunities which affected the quality of instruction in schools (Nwokeocha, 2017). Consequently, the teacher - pupil ratio escalated as only a few teachers were left to offer teaching and learning in public primary schools. This occurrence reduced the quality of teaching and teachers who remained in the service worked with low morale which negatively affected pupils learning quality (Biao, 2018). In Kenya, remedial lessons started in Nairobi and practice spread very rapidly to cover the whole country (Mwebi & Maithya, 2016). Currently, remedial lessons in Kenya take place during early morning before normal classes, at lunch break, in the evenings after classes, during weekends and even during holidays (Mogeni, 2018).

In Uganda, most schools conduct remedial lessons informally and usually that take place before normal classes, during lunch break, in the evenings and during weekends. Learners sometimes spend the time between 6:30 am and 8.00 am revising with the teachers before mainstream lessons begin. This directly transitions into the school day, where learners stay in class up to 10:30 am when they take a break. At 11.00am, they are back to class for more lessons that go on until 1.00pm when they break off for a one-hour lunch break. Sometimes, learners stay in classes even during lunch time to do corrections. After 4.00 pm when other learners have left, sometimes the primary seven learners continue with remedial classes (Mbabaali, 2019). While the government discourages this practice due to the strain it places on learners, a number of schools continue to conduct remedial learning frequently and at odd times (Matovu, 2019). With remedial classes conducted during odd hours when pupils should be resting, a critical unanswered emerged; as to whether pupils got fully engaged in them.

Studies (Bansal & Deepika, 2017; Yolak et al., 2019; Boman, 2022) done in other countries show that classroom management, the entire range of administrative duties performed by a teacher are related to pupils' academic engagement. Recently Megawati et al (2020) affirmed that the ability of the teacher to optimise duration spent on academic activities and reduce that spent on non-academic ones determines how effective the teacher is in sustaining learner engagement. The Constructivist pedagogy is also increasingly becoming the preferred teaching approach in facilitating learner engagement (Leow & Neo, 2019). Classroom management and constructivist teaching are believed to be associated with pupils' engagement (Abla & Fraumeni, 2019). Considering the above anecdotal evidence, it was imperative to examine pupils' engagement in remedial classes and explore factors affecting it such as classroom management and the constructivist teaching approach. In addition, there was a gap in comprehensively studying the role they play in pupils' engagement in remedial classes in primary schools in Njeru Municipality, Uganda**.**

1.1.2 Theoretical Background. The Classroom Management Theory (CMT) by Gordon (1974) informed this research. The CMT emphasizes the necessity of effective communication between the teacher and pupils if productive relationships are to exist in the classroom (Oluoch-Suleh & Ekene, 2020). The CMT rejects traditional forms of discipline based on the notion that the instructor should have total control over the classroom. The theory is based on the fundamental idea that building deep, mutually beneficial relationships is crucial for effective learning. According to CMT, successful classroom management involves assisting students in developing their sense of independence (Gattellaro, 2019). The theory explicitly

highlights how effective classroom management and constructivist teaching that involves pupils taking more responsibility enhance productivity of pupils. The basic tenets in CMT are facilitated pupil management, behavioural management and instruction management (Oluoch-Suleh & Ekene, 2020). The CMT was the basis for examining casual links between classroom management and constructivist teaching with pupil engagement in remedial classes.

1.1.3 Conceptual Background. Pupil engagement is the level of physical and emotional investment a student puts into their academic endeavours (Holmes & Prieto-Rodriguez, 2018). There are three types of engagement: affective engagement (positive feelings), cognitive engagement (pupil thinking), and behavioural engagement especially the good behaviour (Abla & Fraumeni, 2019). Pupil engagement in this study operationally referred to behavioural, emotional and cognitive engagement. Remedial classes denote assistive instruction meant to make learners attain expected academic proficiency levels (Yolak, 2019). Remedial teaching applies more effective educational strategies such as; individual attention, repetition and promotion of undertesting, which enhance academic performance of pupils who have difficulty in grasping certain consent and ensures all students have solid understanding of concepts enabling them to move together in their academic journey (Sultan, 2019). In this study, Pupil engagement in remedial classes was perceived as behavioural, emotional and cognitive engagement in preparatory, corrective and compensatory teaching given to primary school pupils outside the normal school time table (before, 8.00 am and after 4 pm); to enable them achieve expected competencies in the core learning areas of the primary school curriculum.

Classroom management describes activities teachers do to create and maintain a learning environment that supports students' all-round learning (Mostofi & Mohseni, 2018). In this study, basing on the conceptualization by Temli-Durmuş (2016), classroom management referred to pupil, behaviour and instructional management. On the other hand, constructivist teaching is a method involving students actively creating their own knowledge as opposed to being passive recipients (Leow & Neo, 2019). With constructivist teaching, pupils become actively engaged in learning to establish their own knowledge by linking new content to that learnt earlier. In this study, basing on the study by Onzi et al. (2023), constructivist teaching was operationalized in terms of active, collaborative, teacher support, and contextual learning.

1.1.4 Contextual Background. Njeru Municipality located in Buikwe district; Uganda was the focus of this study. Njeru Municipality has 13 government-aided primary schools and over 62 private schools in Njeru Municipality. Being on the high way, Njeru has multiple ethnicities and social economic backgrounds as compared to other areas of Uganda (Namanganda, 2019). Pupils in this area are often predisposed to unsupportive family characteristics, parental expectations, membership in a racial or ethnic group, limited-english proficiency, frequent changes in schools, disability and health problems (Matovu, 2019). Schools enrol pupils with significant differences in learning styles and pace (UWEZO, 2022). To cater for individual learning needs and promote undertesting, the teaching and learning in primary schools in the area has to apply individualized, care, attention and repetition of content for learners who have fallen behind their peers (UNEB, 2022). Thus, schools often implement remedial teaching and constructivist teaching.

Remedial teaching is done in the evenings after normal classes and early morning for boarding schools and sometimes on weekends.

To ensure that remedial teaching enhances achievement of learning key outcomes and performance in P.L.E, schools provide regular mentoring, allowances to teachers and special meals to pupils (Njeru municipality education Report, 2020, UWEZO, 2022). However, the engagement of the pupils in the schools was low (Nalukwago, 2020; Kiwanuka, 2021; Namanganda, 2019). Pupils continued to dodge remedial lessons, were absent without candid reasons, many often frequented the toilet and were found out playing and those who remained in class dossed and were disruptive (Namanganda, 2019; Kiwanuka, 2021). The above contextual evidence revealed that there was implementation of remedial teaching but student engagement in it was low, prompting the researcher to investigate the influence of classroom management on pupils' engagement in remedial classes moderated by constructivist teaching.

1.2 Statement of the Problem

Remedial classes facilitate pupils lagging behind to reach the expected level. The basic premise of remedial instruction is to help pupils to 'catch-up' to their peers and thus prevent on-going academic issues. With increased pupil engagement in remedial classes, academic performance also increases (Yolak, 2019). To cater for individual learning needs and promote under-testing and achievement of expected learning outcomes, primary schools in Njeru adopted remedial education. Schools provide regular mentoring, allowances to teachers and special meals to pupils (Njeru municipality education Report, 2020, UWEZO, 2022). However, pupils in primary

schools in Njeru Municipality continued to dodge remedial lessons, were absent without candid reasons, many often frequented the toilet and were found out playing and those who remained in class dossed and were disruptive (Mbabaali, 2019), pupils also exhibited negative attitudes towards teachers, classmates, and school (Namanganda, 2019), However, no link had been established between these tendencies and remedial classes in Uganda and Njeru Municipality in Buikwe because of lack of studies. This attracted this study on pupil engagement in remedial classes specifically examining the influence of classroom management on pupils' engagement in remedial classes moderated by constructivist teaching.

1.3 Purpose of the Study

This study examined the influence of classroom management on pupils' engagement in remedial classes in primary schools in Njeru Municipality and assessed whether constructivist teaching moderated this association.

1.4 Specific Objectives

The study was guided by the following specific objectives.

i. To establish the influence of classroom management on pupils' engagement in remedial classes in primary schools in Njeru Municipality.
ii. To find out the influence of constructivist teaching on pupils' engagement in remedial classes in primary schools in Njeru Municipality.
iii. To establish the moderating influence of constructivist teaching on the influence of classroom management on pupils' engagement in remedial classes in primary schools in Njeru Municipality.

1.5 Research Hypothesis

The study had the following research hypotheses:

H_{01}. Classroom management has no significant influence on pupils' engagement in remedial classes in primary schools.

H_{o2}. Constructivist teaching has no significant influence on pupils' engagement in remedial classes in primary schools.

H_{o3}. Constructivist teaching has no moderating influence on the influence of classroom management on pupils' engagement in remedial classes in primary schools.

1.6 Scope of the Study

1.6.1 Geographical Scope. Njeru Municipality, Buikwe District, Uganda was the area of focus. The district had a total of 75 primary schools among which 13 were government aided (UPE) and 62 were privately owned (Buikwe District Local Government, 2016). The study was conducted in all the 13 government-aided (UPE) schools because in all of them, primary seven pupils were engaged in remedial classes.

1.6.2 Content Scope. Pupil engagement was the problem variable. Pupil's engagement was examined in terms of behavioural, emotional and cognitive engagement. The independent variables were classroom management while constructivist teaching was the moderating variable.

1.6.3 Time Scope. The months of April 2022 to August 2023 provided the time scope. This is because the study was cross-sectional collecting data about what was

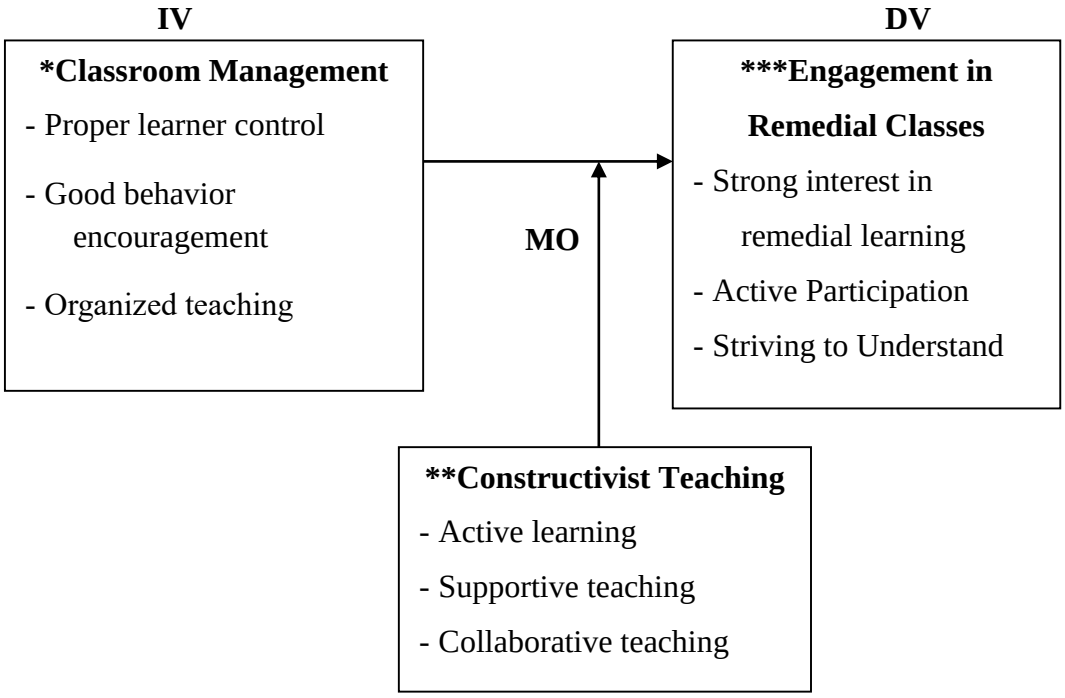
taking place at the time with respect to classroom management, constructivist teaching and pupil's engagement. The period selected was sufficient for field entry, data collection and analysis.

1.7 Significance of the Study

This study makes significant contribution to policy makers, institutions, management of school and body of knowledge. To the policy makers including the executive and parliament, the findings of this study might be the basis for developing policies on classroom management, teaching strategies and conducting of remedial classes. This is because the study reveals the importance of classroom management and constructivist teaching in enhancing pupil's engagement. To institutions such as schools, the findings might help in providing information on classroom management and constructivist teaching that enhances pupil's engagement or teachers which can be benchmarked to ensure success of schools. This might help in ensuring growth and development of schools. To school administrators and owners, they might use the findings of this study to enhance pupil's engagement. This is because the proposed study will suggest ways of enhancing pupil's engagement. This might help in leading to the success of schools. To the body of knowledge, this study adds information by providing researchers and scholars with new information on classroom management styles, constructivist teaching and pupil's engagement. This might help them to extend and develop more knowledge on classroom management and constructivist teaching and pupil's engagement.

1.8 Conceptual Framework

Conceptual framework describing casual linkages between classroom management, constructivist teaching and pupils' engagement in remedial classes.



Sources: Developed on Ideas adapted from *Gordon (2003), ** Mugizi et al. (2021), ***Abla

Figure 1.1:

Conceptual Framework

Figure 1.1 shows that the dependent variable pupil's engagement; was conceptualized as pupils exhibiting strong interest in remedial learning (affective), actively participating in learning (behavioral) and striving to understand content (cognitive). On the other hand, the independent variable; classroom management

approaches are conceptualized as proper learner control (pupil management), teacher encouraging good learner behavior (behavior management) and applying organized teaching (instruction management). Constructivist teaching was conceptualized as a teacher promoting active learner participation, applying supportive and collaborative teaching.

1.9 Operational definitions

Classroom management: **meant t**eachers firmly supervising pupils, their behavior and learning to create and maintain a learning environment that supports students' all-round learning.

Constructivist teaching: refers to Teaching that promotes student thinking, dialogue, inquiry, through active, supportive, collaborative and contextual learning environments.

Pupil Engagement in remedial classes active interest and involvement in Preparatory, corrective and compensatory teaching given to primary school pupils outside the normal school time table to enable them achieve expected competencies in the core learning areas of the primary school curriculum.

Pupil Engagement: Refers to interest and involvement in educational endeavors shown by affective, behavioral and cognitive engagement

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter consists of related literature and highlights gaps in existing literature that needed to be covered by this study. The literature review was done under the theoretical review, classroom management and pupils' engagement in remedial classes, classroom management, constructivist teaching and pupils' engagement, classroom management, constructivist teaching and pupils' engagement.

2.1 Theoretical Review

The Classroom Management Theory (CMT) by Gordon (1974) was the anchor of this study. CMT downplays the traditional forms of discipline based on the notion that the instructor should have total control over the classroom. CMT is based on the fundamental idea that building deep, mutually beneficial relationships is crucial. According to CMT, successful classroom management involves assisting students in developing their sense of independence (Gattellaro, 2019). The theory explicitly highlights how effective classroom management can support constructivist teaching approaches that motive pupils to take more responsibility for their learning and better achieve standard curriculum expectations and personal life development. The basic tenets in CMT are facilitated pupil management, behavioral management and instruction management (Oluoch-Suleh & Ekene, 2020).

The CMT proposes that there should be open and honest communication besides listening with genuine acceptance and understanding such that learners are

able to find their own solutions. Accordingly, if teachers actively listen to the issues of the pupils and communicate to them, they enhance pupils' engagement as they create an environment that facilitates learner focus as distractions are eliminated (Oluoch-Suleh & Ekene, 2020). This is attained through proper control of learners during class time, reducing poor behavior and having clear instructional management. Therefore, underpinning this theory are constructs like pupil's management, behavioral management and instruction management which were studied in relation to pupil's engagement in remedial classes.

Hence teachers giving understandable and reasonable classroom behavior expectations, ensuring that pupils follow them, conducting well-designed lessons through active and collaborative learning, they facilitate learners to be more involved in their own learning by acquiring knowledge through real-life experiences.

2.2 Review of Related Literature

2.2.1 ***Classroom Management and Pupils Engagement in Remedial Classes***. Classroom management approaches refer to teachers describing the behaviors they get from learners and giving reasons why, deliberating on them with the learners , agreeing on them and the teacher involving learners has been found to promote learner engagement (Mangi et al., 2020) Miiro and Ahmed (2021) emphasize that effective and good classroom management is founded on students' understanding what is and what is not acceptable Gage et al.(2018) argues that teachers enforcing rules consistently , with as little interruption and a sense of humor, it can quickly diffuse disruption and prevent ingrained indiscipline and keep a good relationship

with the students.

Several scholars (Mangi et al., 2020; Hayley & Ingrid, 2019; Miiro & Ahmed, 2021; Gage et al., 2018; Imms & Byers, 2017; Korpershoek et al. 2016) provide empirical literature on classroom management and pupils' engagement. In an empirical study, Mangi (2020) analyzed the influence of classroom management on pupils' engagement in business educational institutions of Karachi. The results showed a probable link between the teachers' classroom management skills and pupils' engagement in classrooms. In a review, Hayley and Ingrid (2019) assessed effective classroom management strategies in University of New England, Australia. They reported that classroom management and student engagements have a positive relationship.

Miiro and Ahmed (2021) examined classroom management techniques in urban public secondary schools in Kampala, Uganda. Their analysis indicated that classroom management has positive educational outcomes. Looking at the relationship between elementary school teachers' use of classroom management practices and student behavior, Gauge et al. (2018), reported a positive correlation between classroom management and students' engagement. Imms and Byers (2017) assessed outcomes of classroom design on student mathematics engagement and reported that effective classroom management lead to student engagement. In a meta-analysis, Korpershoek et al. (2016) indicated that effective classroom management enhances pupils' engagement and increases academic achievement, both had statistically significant findings. Parker (2017) looked at the effects of literacy classroom management devices on student engagement. The results showed that learner engagement was significantly impacted by behavioral management.

Further, in their study Virtanen et al. (2015) looked at the connection between student engagement and classroom quality in secondary schools. The findings demonstrated a strong correlation between secondary school classroom management and student engagement. While the studies above revealed that there was a relationship between classroom management and pupils' engagement, literature search suggested that limited studies had been carried out. Further, no study had been carried out in the context of institutions in the developing countries of Africa hence a contextual gap that made this study necessary.

2.2.2 ***Constructivist teaching and Pupils Engagement in Remedial Classes*****.** The principles of constructivist teaching assume that teachers giving students opportunity to produce their own knowledge by purposefully making connections between new ideas and prior knowledge leads to meaningful education (Bevans et al., 2019). Saeed and Zyngier, (2019) argue that, teachers applying active and collaborative learning approaches, coupled with appropriate teacher support enables learners develop positive regard towards education. Then they are more likely to pay close attention and invest effort in their education (Arjomandi et al. 2018). Backer et al. (2018) explains that when learners discover they get new viewpoints that are useful in their lives and are changing for the better, they acquire interest and perceive education as a useful life endeavor wherever they receive it.

Several studies (e.g.; Backer et al. 2018; Mugizi et al., 2021; Sakellariou & Tsiara, 2019;) have had interest in looking at constructivist teaching and engagement. Arjomandi et al. (2018) using Bachelor of Commerce students at the University of Wollongong in Australia sought to highlight the role that active teaching strategies played in student engagement. For traditional students, the study

found a strong correlation between active teaching strategies and engagement; however, for non-traditional students, the correlation was weak.

Backer et al. (2018) assessed the engagement of middle and high school students in Minnesota, USA. The results showed that cooperative learning environments improved student engagement and improved learning outcomes. Bharucha (2017) investigated the link between the cooperative learning style and learner engagement using students at Mumbai College. Their findings suggested that students who benefited from the collaborative approach were substantially more satisfied than students who studied using the traditional method, hence they were more engaged.

Mugizi et al. (2021) evaluated the connection between student engagement and a student-centred pedagogical approach at a private university in Western Uganda. Accordingly, student-centred approaches were found to improve learner engagement. Further, in an experimental study, Qudsyi et al. (2018) examined whether contextual teaching-learning at the Universitas Islam Indonesia increased student engagement. The findings showed that contextual learning had no discernible impact on student engagement. In their study, Sakellariou and Tsiara (2019) investigated the views of educators regarding constructivist teaching methods that improved pre-schoolers' engagement. They established that constructivist strategies enhanced pupil engagement.

In relation to the above, Saeed and Zyngier (2019) used students in a coeducational state primary school in Melbourne, Australia, to investigate the differences between intrinsic and extrinsic motivation with regard to student engagement. The results of the study indicated a connection between student

engagement with both intrinsic and extrinsic motivation. While the above scholars revealed varying findings regarding the relationship between the variables, none of them was on the context of primary schools in Njeru Municipality, Buikwe District, Uganda which left a research gap for this study.

2.2.3 *Classroom Management, Constructivist teaching and Pupils Engagement*.

Concerning classroom management, it is the entire range of administrative duties performed by a teacher. The ability of the teacher to optimise duration spent on academic activities and reduce that spent on non-academic ones determines how effective the teacher is at managing the classroom and providing instruction (Megawati et al., 2020). For constructivist pedagogy, it is predicated on the idea that knowledge is created and meaning is acquired by actively as opposed to them just passively absorbing information (Leow & Neo, 2019). By allowing learners to make connections between new ideas and what they already know, constructivist teaching methods encourage students to become active learners who generate their own knowledge (Mugizi et al., 2021).

The constructivist strategy includes: active, collaborative, and contextual learning. Active learning is the creation of knowledge through problem-solving, critical thinking, and metacognitive activities. Collaborative pertains to learning in small work groups, and contextual learning concerns how educators apply what they have learned to actual circumstances. Contextual learning involves inquiry, questioning, reflection, retrospect, and genuine evaluation in the teaching process. Hence, learning becomes an enjoyable activity that promotes learners' engagement (Onzi et al., 2023). In a study on Australian secondary mathematics, Guangbao and Timothy's (2021) assessed teachers' self-efficacy in instruction, classroom

management, and student engagement considering their constructivist beliefs and classroom climate. The findings indicated that constructivist teaching and learner engagement correlated significantly. However, literature search indicated limited existence of studies indicating the moderating effect of constructivist teaching on learner engagement hence this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology that guided the investigations of this study is covered under this chapter. The methodology was the basis for data collection and analysis leading to subsequent findings and their discussion.

3.1 Research Approach

The quantitative approach was adopted because the emphasis of study was on deductive reasoning which tends to move from the general to the specific (McCombes, 2019). The quantitative approach involved collecting numerical data for statistical calculations to draw conclusions (Schober et al., 2018). Using the quantitative approach, the study was able to draw statistical inferences for generalization of the findings.

3.2 Research Design

The correlational research design that involves collecting of data for assessing casual linkages or relationships between or among variables of interest was adopted. The design was chosen because it is an objective and straightforward method of precisely describing the strength of a relationship between two variables in a way that is understandable and clear (Asenahabi, 2019). The study thus established the influence of the determinant and interactional variables on the criterion one.

3.3 Study Population

The target population comprised 650 primary seven pupils enrolled in the 13 government-aided primary schools in Njeru Municipality, Buikwe District (Njeru Municipality Education Report, 2022). Pupils were studied because they engaged in remedial classes and could easily report on how they were being treated and taught. Therefore, they were able to provide credible information on classroom management strategies used by teachers, constructivist teaching approaches and their level of engagement in remedial lessons.

3.4 Sample Size

A total of 248 pupils comprised the sample size, which was determined using Krejcie and Morgan (1970). The sample size of students in each school was established using proportionate sampling to ensure equitable representation of schools using the formula for determining sample size (see appendix for school profile). A proportion of 248/13 schools=19 pupils) was targeted in each school. The sample was sufficient, hence provided data necessary for inferential analysis.

Table 3.1:

Population and sample size

School	Target population	Sample size
School 1	56	21
School 2	43	16
School 3	44	18
School 4	54	18
School 5	60	22
School 6	46	18
School 7	49	18
School 8	43	19
School 9	52	19
School 10	45	19
School 11	64	23
School 12	54	19
School 13	40	18
Total	**650**	**248**

Source: UPE/USE Data MoES (2020)

3.5 Sampling Technique

The pupils were selected using simple random sampling. In a simple random sample, every unit in the accessible population has an equal chance of being chosen, and the independent selection of other units from the accessible population has no bearing on the probability of any given unit being chosen (Oribhabor & Anyanwu, 2019). The lottery method was the basis for drawing the sample from the population to ensure that each pupil had the opportunity of being selected.

3.6 Measurement of Variables

The measures were obtained from the tools of earlier scholars and validated to fit into the study. The measures were as indicated in Table 3.2.

Table 3.2:

Operationalization of Variables, Instrument, their Sources and Reliability

Variable	Nature of Variable	Indicators	Scale	Source and Reliabilities
Engagement in Remedial Classes	Dependent Variable	- Behavioral - Emotional - Cognitive	Ordinal	Lam et al. (2014) (9 items, α = 0.843), (10 items), α = 0.871 (12 items), α = 0.832
Classroom Management	Independent Variable	- Pupil - Behavior - Instructional	Ordinal	Martin et al. (1998) (6 items), α = 0.69 (3 items), α = 0.69 (6 items), α = 0.82
Constructivist Teaching	Mediator		Ordinal	Wilke (2003) (11 items), α = 0.90

3.7 Data Collection Instrument

Utilizing a self-administered questionnaire, data were collected. Pupils' data was collected using a self-administered questionnaire (SAQ). The questionnaire was simple, short and structured based on a five-point Likert Scale (Where 1=Strongly Disagree, 2=Disagree, 3=No sure, 4=Agree 5 = Strongly Agree. The ordinal data collected was amenable to quantitative analysis.

3.8 Data Quality Control

3.8.1 ***Validity of Instruments.*** The researcher determined the content validity by ensuring that the indicators for the measures were consistent with the conceptual

mode (Figure 1). The instruments' validation process concentrated on the questions' completeness, relevance, and clarity in relation to the study constructs (Sangoseni et al., 2013). Using two raters who are education management lecturers, the content validity of the self-administered questionnaire was verified using a content validity index test. The formula for calculating CVI was;

$$CVI = n/N$$

Where, n = number of items rated as relevant.

N = Total number of items in the instrument.

The CVI results (see Appendix B) were as indicated in Table 3.3.

Table 3.3:

Validity Results

Items	**Number of Items**	**CVI**
Affective	8	0.812
Behavioural	9	0.778
Cognitive	12	0.792
Pupil Management	6	0.833
Behaviour Management	5	0.916
Instructional Management	6	0.833
Constructivist Teaching	11	0.833
Average		0.828

3.8.2 ***Reliability of Instruments.*** Reliability refers to the efficacy of an instrument to produce data that is consistent at different times (Tavakol & Dennick, 2011). Reliability for the interview guide was attained through ensuring interrelatedness of the indicators for each construct. The reliabilities of items in the various

constructions, on the other hand, was assessed using the Cronbach Alpha (α) method given by SPSS. Reliability for the items in the various constructs was achieved at or above the benchmark of = 0.70 (Safdari et al., 2022). As a result, the instrument's quality was ensured. The Cronbach's alpha results are indicated in Table 3.4.

Table 3.4:

Reliability Results

Items	**Number of Items**	**Cronbach's alpha**
Affective	8	0.798
Behavioural	9	0.722
Cognitive	12	0.800
Pupil Management	6	0.752
Behaviour Management	5	0.815
Instructional Management	6	0.701
Constructivist Teaching	11	0.802
		0.77

3.9 Procedure of data collection

Upon obtaining approvals, the researcher obtained a letter from the Director of Research and Graduate Training of Kyambogo University. This letter was taken to the head teachers of several primary schools, who introduced the researcher to the pupils that provided data. Due to the fact that the pupils could not comprehend some of the questions because of limited proficiency in English, during data collection the questions were interpreted for them. I personally collected data from all the 13 schools.

3.10 Data Analysis

After data collection and processing of quantitative data, the researcher coded them, entered them in the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarized them using frequency tables to identify errors, and edit them to remove errors (Brown, 2018). For descriptive analysis, quantitative data analysis included frequencies, percentages and means. At inferential level, correlation and regression were carried out and moderation was tested using Process v4.0 by Andrew F. Hayes for mediation and moderation.

3.11 Ethical Considerations

The researcher followed research ethics and adhered to them including respect for autonomy, human rights, confidentiality, integrity, and informed assent. Autonomy entails advising respondents of their freedom to fill out surveys as they see fit and to skip any questions to which they do not choose to respond. Human rights entail protecting human dignity, and the researcher ensured that their names are not used, and that the material requested is kept confidential. Regarding confidentiality, information collected was kept private. With assent, since the pupils were vulnerable group and could not decide on their own to participate in the study, permission was obtained from the head teacher.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the results on classroom management, constructivist teaching and pupils' engagement in remedial classes in government aided primary schools. After the presentation of the results, they are analyzed and interpreted to draw inferences.

4.1 Demographic Profiles

This section presents results on sex, age and number of years the pupils had spent in each school at the time of providing the responses which were the demographic profiles covered. Table 4.1 contain the results.

Table 4.1:

Demographic Profiles of Pupils

Variable	Category	Frequency	Per cent
Sex	Male	80	37.0
	Female	136	63.0
	Total	216	100.0
Age groups	< 12 years	12	5.6
	12 -14 years	117	54.2
	> 14 years	87	40.3
	Total	216	100.0
Number of years in the school	Less than 3 years	112	51.9
	3-5 years	44	20.4
	5 years and above	60	27.8
	Total	216	100.0

The results on the sex of the pupils in Table 4.1 showed that the majority percentage (63.0%) of them were females while the males were 37.0%. Nonetheless, the numbers of both categories of sex groups participating in the study was high. This provides representative data. Significantly, girls who a marginalized group of leaners in the Ugandan context participated in the study effectively participated in the study. Thus, the results were representative of what is considered the marginalized child. The results on age groups indicated that the larger number of pupils participating in the study was between 12 and 14 years (54.2%), followed by those who were 14 years (40.3%) and above and the least group was of those below 12 years (5.6%). These results show that generally these pupils fit to be in class seven; therefore, the responses captured were those of an appropriate age group.

The results on the number of years each student had spent in the school at the time of providing the responses, the larger percentage (51.9%) had been in the particular school for less than three years, 27.8% had been in the schools for five years and above and 20.4% had been in the schools for three to five years. While the results indicated that the larger percentage had been in the schools for a lesser period, at least half of them had been in the schools for more three years. Thus, information containing what was pertaining in the schools was captured.

4.2 Pupils' Engagement in Remedial Classes

Engagement in remedial classes, the problem variable in this study was conceived as pupils liking remedial learning (affective), actively participating in learning (behavioral) and striving to understand content (cognitive). The results are presented considering each construct.

4.2.1 Affective Engagement. Affective Engagement, the first aspect of pupil engagement that was studied was considered as pupils liking remedial classes and it was measured using seven indicators. The results follow in Table 4.2.

Table 4.2:

Affective Engagement of Pupils in Remedial Classes

Affective Engagement	**SD**	**D**	**NS**	**A**	**SA**	**Mean**
I am very much interested in attending remedial lessons	5 (2.3%)	6 (2.8%)	8 (3.7%)	28 (13.0%)	169 (78.2%)	4.62
I think remedial classes are interesting	9 (4.2%)	8 (3.7%)	15 (6.9%)	36 (16.7%)	148 (68.5%)	4.42
I like what teachers teach us during remedial classes	4 (1.9%)	5 (2.3%)	12 (5.6%)	33 (15.3%)	162 (75.0%)	4.59
I enjoy participating in remedial classes because new things are introduced which we would have missed	7 (3.2%)	7 (3.2%)	12 (5.6%)	32 (14.8%)	158 (73.1%)	4.51
Even if remedial classes take place after class time I still find them interesting	14 (6.5%)	13 (6.0%)	13 (6.0%)	49 (22.7%)	127 (58.8%)	4.21
I am proud that we are involved in remedial classes	4 (1.9%)	5 (2.3%)	16 (7.4%)	28 (13.0%)	163 (75.5%)	4.58
After normal class time I look forward to attending remedial classes	9 (4.2%)	3 (1.4%)	14 (6.5%)	44 (20.4%)	146 (67.6%)	4.46

Cumulative analysis of the results for each indicator on pupil's affective engagement in remedial classes in Table 4.2 shows the majority percentage (91.2%) were highly interested in attending remedial lessons with only 5.1% not interested and 3.7% not sure. The result was confirmed by the high mean = 4.62 close to code five for

strongly agreed. Still, the majority percentage (85.2%) indicated that remedial classes were interesting while those who did not find them interesting were 7.9% and 6.9% were not sure. The high mean = 4.42 affirmed the finding.

The pupils also indicated that they liked what the teachers taught them during remedial classes (90.3% [mean = 4.59) with the smaller percentage 5.6% not sure and 4.2% disagreeing respectively. Therefore, the pupils liked what the teachers taught them during remedial classes. The pupils also indicated that enjoyed participating in remedial classes because new things were introduced which they would have missed (73.1% [mean = 4.51]). Only the least percentage (6.4%) disagreed and 5.6% were not sure. Therefore, pupils liked what the teachers taught them during remedial classes. As to whether even if remedial classes took place after class time, pupils indicated that they still found them interesting (81.5% [mean = 4.21). Only a minute category of pupils (12.5%) indicated that they did not find them interesting and 6.0% were not sure.

The pupils indicated that they were proud that they were involved in remedial classes (85.8% [mean = 4.58]). Only a few (7.4%) and 4.2% were not sure and disagreed respectively. With respect to whether the pupils after normal class time looked forward to attending remedial classes, they indicated that they agreed (88.0% [mean = 4.46]). Only 6.5% and 5.6% were not sure and disagreed respectively. Therefore, the pupils were proud that they were involved in remedial classes. To establish the overall rating of affective engagement of pupils in remedial classes, an average index for the seven indicators was calculated. The results on the same are presented in Table 4.3.

Table 4.3:

Summary Results for Affective Engagement of Pupils in Remedial Classes

	Descriptives		Statistic	Std. Error
Affective Engagement	Mean		4.48	0.04
	95% Confidence Interval for Mean	Lower Bound	4.00	
		Upper Bound	4.57	
	5% Trimmed Mean		4.57	
	Median		4.71	
	Variance		0.43	
	Std. Deviation		0.66	
	Minimum		1.57	
	Maximum		5.00	
	Range		3.43	
	Interquartile Range		0.71	
	Skewness		-1.93	0.17
	Kurtosis		4.26	0.33

The summary Table 4.3 shows that the overall mean (mean = 4.48) was high and close to median = 4.71 with the results indicating a low standard deviation (Std = 0.66). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally distributed. With the results being normally distributed, they could be subjected to linear correlation and regression analyses and suitable results obtained.

4.2.2 Behavioral Engagement. The second element of pupil engagement in remedial classes, Behavioral Engagement was assessed as pupils actively Participating in learning**.** The construct was measured using six indicators. The results follow in Table 4.4.

Table 4.4:

Behavioral Engagement of Pupils in Remedial Classes

Behavioral Engagement	**SD**	**D**	**NS**	**A**	**SA**	**Mean**
I try hard to learn during remedial classes	4 (1.9%)	5 (2.3%)	8 (3.7%)	25 (11.6%)	174 (80.6%)	4.67
In class, I work as hard during remedial classes without thinking about having break	25 (11.6%)	10 (4.6%)	30 (13.9%)	38 (17.6%)	113 (52.3%)	3.94
When attending remedial classes I do no wander about what is happening outside or home	16 (7.4%)	7 (3.2%)	17 (7.9%)	45 (20.8%)	131 (60.6%)	4.24
Remedial classes help me to understand what I have not understood during normal lessons	4 (1.9	4 (1.9%)	9 (4.2%)	23 (10.6	176 (81.5%)	4.68
Remedial classes help me to keep working on what I could not complete in the normal lessons	5 (2.3%)	7 (3.2	10 (4.6)	38 (17.6)	156 (72.2%)	4.54
I volunteer to help teachers mobilize my fellow students for remedial classes	19 (8.8%)	16 (7.4%)	21 (9.7%)	51 (23.6%)	109 (50.5%)	4.00

Cumulative analysis of the results for each indicator on pupils' behavioral engagement in remedial classes in Table 4.4 shows the majority percentage (92.2%) tried hard to learn during remedial classes with only 4.2% disagreeing and 3.7% not sure. The result was affirmed by the high mean = 4.67 close to code five for strongly agree. Also, the majority percentage (69.9%) indicated that while in class, they

worked as hard during remedial classes without thinking about having break with only 16.2% disagreeing and 13.9% not sure. The high mean = 3.94 confirmed the finding.

The pupils also indicated that when attending remedial classes, they did not wander about what was happening outside or home (81.4% (mean = 4.24) with the smaller percentage 10.6% not sure and 7.9% disagreeing respectively. Therefore, when attending remedial classes, the pupils not wander about what was happening outside or home. The pupils revealed that remedial classes helped them to understand what they would not understand during normal lessons (92.1% [mean = 4.68]). Only the least percentage (3.8%) disagreed and 4.2% were not sure. Therefore, remedial classes helped pupils to understand what they would not understand during normal lessons.

The pupils indicated that remedial classes helped them to keep working on what they could not complete in the normal lessons (91.6% [mean = 4.54]). Only a few (5.5%) and 4.6% disagreed and were not sure respectively. With respect to whether the pupils volunteered to help teachers mobilize their fellow students for remedial classes, the majority percentage agreed (74.1% [mean = 4.00]). Only 16.1% and 9.7% disagreed and were not sure respectively. Therefore, the pupils volunteered to help teachers mobilize their fellow students for remedial classes. To establish the overall rating of behavioral engagement of pupils in remedial classes, an average index for the six indicators was calculated. The results on the same are presented in Table 4.5.

Table 4.5:

Summary Results for Behavioral Engagement of Pupils in Remedial Classes

	Descriptives		Statistic	Std. Error
Behavioral Engagement	Mean		4.34	0.05
	95% Confidence Interval for Mean	Lower Bound	4.25	
		Upper Bound	4.44	
	5% Trimmed Mean		4.43	
	Median		4.50	
	Variance		0.50	
	Std. Deviation		0.71	
	Minimum		1.67	
	Maximum		5.00	
	Range		3.33	
	Interquartile Range		0.96	
	Skewness		-1.57	0.17
	Kurtosis		2.64	0.33

The summary Table 4.5 shows that the overall mean (mean = 4.43) was high and close to median = 4.50 with the results indicating a low standard deviation (Std = 0.71). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally distributed. With the results being normally distributed, they could be subjected to linear correlation and regression analyses and suitable results obtained.

4.2.3 Cognitive Engagement. This construct was considered as pupils striving to understand content and was measured using six indicators. The results follow in Table 4.6.

Table 4.6:

Cognitive Engagement of Pupils in Remedial Classes

Cognitive Engagement	SD	D	NS	A	SA	Mean
Remedial classes help me to understand the material better than what I already know	10 (4.6%)	2 (0.9%)	48 (22.2%)	28 (13.0%)	128 (59.3%)	4.21
I try to match what I learn in remedial classes with things I learn in normal classes	4 (1.9%)	10 (4.6%)	42 (19.4%)	47 (21.8%)	113 (52.3%)	4.18
I remedial classes help me understand what I learn in normal classes	5 (2.3%)	10 (4.6%)	23 (10.6%)	30 (13.9%)	148 (68.5%)	4.42
I try to see the similarities and differences between things I learn in remedial classes and things I know already	10 (4.6%)	4 (1.9%)	45 (20.8%)	48 (22.2%)	109 (50.5%)	4.12
I try to understand how the things I learn in remedial classes fit with those studied in normal classes	9 (4.2%)	9 (4.2%)	31 (14.4%)	58 (26.9%)	109 (50.5%)	4.15
Remedial classes help me to think through what I have already learnt	10 (4.6%)	4 (1.9%)	17 (7.9%)	26 (12.0%)	159 (73.6%)	4.48
When in remedial classes, I try to combine the information I learn with what learnt in normal classes	13 (6.0%)	6 (2.8%)	25 (11.6%)	44 (20.4%)	128 (59.3%)	4.24

Cumulative analysis of the results for each indicator on pupil's cognitive engagement in remedial classes in Table 4.6 shows the majority percentage (72.3%) concurred that remedial classes helped them to understand the material better than

what they already knew with only 5.5% disagreeing and 22.2% not sure. The result was affirmed by the high mean = 4.21 close to code four for agree. Also, the majority percentage (74.3%) indicated that they tried to match what they learnt in remedial classes with things they learnt in normal classes with only 6.5% disagreeing and 19.4% not sure. The high mean = 4.18 confirmed the finding.

The pupils also indicated that remedial classes helped them understand what learnt in normal classes (82.5% [mean = 4.42) with the smaller percentage 10.6% not sure and 6.9% disagreeing respectively. Therefore, remedial classes helped pupils understand what learnt in normal classes. The pupils revealed that tried to see the similarities and differences between things they learnt in remedial classes and things they knew already (72.5% [mean = 4.12]). The least percentage (20.8%) was not sure and 46.5% disagreed. Therefore, pupils tried to see the similarities and differences between things they learnt in remedial classes and things they knew already.

The pupils try to understand how the things they learnt in remedial classes fitted with those studied in normal classes (76.4% [mean = 4.15]). Only 14.4% and 8.4% were not sure and disagreed respectively. With respect to whether remedial classes helped the pupils to think through what they had already learnt, the majority percentage agreed (85.6% [mean = 4.00]). Only 7.9% and 6.5% were not sure and disagreed respectively. Therefore, remedial classes helped the pupils to think through what they had already learnt. As to whether when in remedial classes, pupils tried to combine the information they learnt with what learnt in normal classes, the majority percentage agreed (79.7% [mean = 4.24]). Only 11.6% and 8.8% were not sure and disagreed respectively. Therefore, when in remedial classes, pupils tried to

combine the information they learnt with what learnt in normal classes. To establish the overall rating of cognitive engagement of pupils in remedial classes, an average index for the seven indicators was calculated. The results on the same are presented in Table 4.7.

Table 4.7:

Summary Results for Cognitive Engagement of Pupils in Remedial Classes

	Descriptives		**Statistic**	**Std. Error**
Cognitive Engagement	Mean		4.26	0.05
	95% Confidence Interval for Mean	Lower Bound	4.16	
		Upper Bound	4.35	
	5% Trimmed Mean		4.33	
	Median		4.43	
	Variance		0.52	
	Std. Deviation		0.72	
	Minimum		1.29	
	Maximum		5.00	
	Range		3.71	
	Interquartile Range		0.86	
	Skewness		-1.57	0.17
	Kurtosis		3.13	0.33

The summary Table 4.7 shows that the overall mean for cognitive engagement (mean = 4.26) was high and close to median = 4.43 with the results indicating a low standard deviation (Std = 0.72). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally distributed. With the results being normally distributed, they could be subjected to linear correlation and regression analyses and suitable results obtained.

Pupil Engagement in Remedial Classes Index

To establish the overall rating of pupil engagement in remedial classes, an average index for the 20 indicators of three constructs of affective, behavioral and cognitive engagement was calculated. The results on the same are presented in Table 4.8.

Table 4.8:

Summary Results for Engagement of Pupils in Remedial Classes

	Descriptives		**Statistic**	**Std. Error**
Pupils Engagement	Mean		4.46	0.04
	95% Confidence Interval for Mean	Lower Bound	4.39	
		Upper Bound	4.54	
	5% Trimmed Mean		4.53	
	Median		4.60	
	Variance		0.35	
	Std. Deviation		0.59	
	Minimum		1.70	
	Maximum		5.00	
	Range		3.30	
	Interquartile Range		0.80	
	Skewness		-1.61	0.17
	Kurtosis		3.29	0.33

The summary Table 4.8 shows that the overall mean for pupil engagement in remedial classes (mean = 4.46) was high and close to median = 4.60 with the results indicating a low standard deviation (Std = 0.59). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally distributed. With the results being normally distributed, they

could be subjected to linear correlation and regression analyses and suitable results obtained.

4.3 Classroom Management and Pupil Engagement in Remedial Classes

Classroom management which is the independent variable in this study was studied as a multi-dimensional construct covering pupil, behavior, instructional management. The results on the same follow considering each construct.

4.3.1 Pupil Management. This construct was considered as proper learner control and it was measured using six indicators. The results follow in Table 4.9.

Table 4.9:

Pupil Management

Pupil Management	**SD**	**D**	**NS**	**A**	**SA**	**Mean**
My teacher encourages pupils to determine classroom rules	6 (2.8%)	6 (2.8%)	5 (2.3%)	31 (14.4%)	168 (77.8%)	4.62
My teacher persuades pupils to obey the classroom rules	7 (3.2%)	7 (3.2%)	12 (5.6%)	45 (20.8%)	145 (67.1%)	4.45
My teachers manage the class effectively	4 (1.9%)	8 (3.7%)	24 (11.1%)	40 (18.5%)	140 (64.8%)	4.41
My teachers provide effective communication	6 (2.8%)	9 (4.2%)	12 (5.6%)	35 (16.2%)	154 (71.3%)	4.49
My teachers notice mischievous behaviors of students	8 (3.7%)	13 (6.0%)	29 (13.4%)	33 (15.3%)	133 (61.6%)	4.25
My teachers keep us attentive in class	9 (4.2%)	21 (9.7%)	7 (3.2%)	21 (9.7%)	158 (73.1%)	4.38

Cumulative analysis of the results for each indicator on pupil management in Table 4.9 shows the majority percentage (92.2%) concurred that teachers encouraged

pupils to determine classroom rules with only 5.6% disagreeing and 2.3% not sure. The result was affirmed by the high mean = 4.62 close to code five for strongly agree. Also, the majority percentage (87.9%) indicated that teacher persuaded pupils to obey the classroom rules with only 6.4% disagreeing and 5.6% not sure. The high mean = 4.45 confirmed the finding. The pupils also indicated that teachers managed the classes effectively (83.3% [mean = 4.41) with the lower percentage 11.1% not sure and 5.6% disagreeing respectively. Therefore, teachers managed the classes effectively.

The pupils revealed that teachers provided effective communication (86.5% [mean = 4.49]). The least percentage (7.0%) disagreed and 5.6% disagreed. Therefore, teachers provided effective communication. With respect to whether teachers noticed mischievous behaviors of students, the majority percentage agreed (76.9% [mean = 4.25]). Only 13.4% and 9.7% were not sure and disagreed respectively. Therefore, teachers noticed mischievous behaviors of students. As to whether teachers kept learners attentive in class, the majority percentage agreed (82.9% [mean = 4.38]). Only 13.9% and 3.2% disagreed and were not sure respectively. Therefore, teachers kept learners attentive in class. To establish the overall rating of pupil management, an average index for the six indicators was calculated. The results on the same are presented in Table 4.10.

Table 4.10:

Summary Results for Pupil Management

	Descriptives		Statistic	Std. Error
Pupil Management	Mean		4.43	0.05
	95% Confidence Interval for Mean	Lower Bound	4.34	
		Upper Bound	4.52	
	5% Trimmed Mean		4.52	
	Median		4.67	
	Variance		0.47	
	Std. Deviation		0.68	
	Minimum		1.67	
	Maximum		5.00	
	Range		3.33	
	Interquartile Range		0.83	
	Skewness		-1.74	0.17
	Kurtosis		3.23	0.33

The summary Table 4.10 shows that the overall mean for pupil engagement (mean = 4.43) was high and close to median = 4.67 with the results indicating a low standard deviation (Std = 0.68). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally distributed. With the results being normally distributed, they could be subjected to linear correlation and regression analyses and suitable results obtained.

4.3.2 ***Behaviour Management*****.** This construct was perceived as Teachers encouraging good learner behavior in remedial lessons. The construct was measured using five indicators. The results follow in Table 4.11.

Table 4.11:

Behavior Management

Behavior Management	SD	D	NS	A	SA	Mean
My teachers effectively handle disruptive behaviors	11 (5.1%)	4 (1.9%)	16 (7.4%)	27 (12.5%)	158 (73.1%)	4.47
My teachers use effective strategies to prevent misbehavior	7 (3.2	7 (3.2%)	14 (6.5%)	28 (13.0%)	160 (74.1%)	4.51
My teachers are able to deal with pupil's misbehaviors	21 (9.7%)	6 (2.8%)	13 (6.0%)	32 (14.8%)	144 (66.7%)	4.26
My teachers ensure that classes are harmonious	4 (1.9%)	5 (2.3%)	19 (8.8%)	34 (15.7%)	154 (71.3%)	4.52
My teachers ensure discipline in the class	5 (2.3%)	4 (1.9%)	8 (3.7%)	11 (5.1%)	188 (87.0%)	4.73

Cumulative analysis of the results for each indicator on behavior management in Table 4.11 shows the majority percentage (85.6%) concurred that teachers effectively handled disruptive behaviors with only 7.0% disagreeing and 7.4% not sure. The result was affirmed by the high mean = 4.47 close to code four for agree. Also, the majority percentage (87.1%) indicated that teachers used effective strategies to prevent misbehavior with only 6.4% disagreeing and 6.5% not sure. The high mean = 4.51 confirmed the finding. The pupils also indicated that teachers were able to deal with pupils' misbehavior (81.5% [mean = 4.26) with the lower percentage 11.1% not sure and 6.0% disagreeing respectively. Therefore, teachers were able to deal with pupils' misbehaviors.

The pupils revealed that teachers ensured that classes were harmonious (87.0% [mean = 4.52]). The least percentage (4.2%) disagreed and 8.8% were not

sure. Therefore, teachers ensured that classes were harmonious. With respect to whether teachers ensured discipline in the class, the majority percentage agreed (92.1% [mean = 4.73]). Only 4.2% and 3.7% disagreed and were not sure respectively. Therefore, teachers ensured discipline in the class. To establish the overall rating of behavior management, an average index for the five indicators was calculated. The results on the same are presented in Table 4.12.

Table 4.12:

Summary Results for Behavior Management

	Descriptives		**Statistic**	**Std. Error**
Behaviour Management	Mean		4.50	0.05
	95% Confidence Interval for Mean	Lower Bound	4.41	
		Upper Bound	4.59	
	5% Trimmed Mean		4.59	
	Median		4.80	
	Variance		0.47	
	Std. Deviation		0.68	
	Minimum		1.60	
	Maximum		5.00	
	Range		3.40	
	Interquartile Range		0.80	
	Skewness		-1.86	0.17
	Kurtosis		3.77	0.33

The summary Table 4.12 shows that the overall mean for pupil engagement (mean = 4.50) was high and close to median = 4.80 with the results indicating a low standard deviation (Std = 0.68). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally

distributed. With the results being normally distributed, they could be subjected to linear correlation and regression analyses and suitable results obtained.

4.3.3 ***Instructional Management.*** This construct was considered to be a teacher applying organized teaching and it was measured using six indicators. The results follow in Table 4.13.

Table 4.13:

Instructional Management

Instructional Management	**SD**	**D**	**NS**	**A**	**SA**	**Mean**
My teachers encourage pupils to engage in learning tasks	4 (1.9%)	5 (2.3%)	5 (2.3%)	27 (12.5%)	175 (81.0%)	4.69
My teachers prepare good structured learning activities	3 (1.4%)	5 (2.3%)	18 (8.3%)	21 (9.7%)	169 (78.2%)	4.61
My teachers encourage pupils to be active during learning teaching process	7 (3.2%)	7 (3.2%)	10 (4.6%)	25 (11.6%)	167 (77.3%)	4.56
My teachers are good at time management	9 (4.2%)	1 (0.5%)	14 (6.5%)	25 (11.6%)	167 (77.3%)	4.57
My teachers use effective strategies to attract pupils' attention	3 (1.4%)	4 (1.9	17 (7.9%)	37 (17.1%)	155 (71.8%)	4.56
My teacher design suitable seating arrangements	20 (9.3%)	8 (3.7	(20 (9.3%)	31 (14.4%)	137 (63.4%)	4.19

Cumulative analysis of the results for each indicator on instructional management in Table 4.13 shows the majority percentage (93.5%) concurred that teachers encouraged pupils to engage in learning tasks with only 4.2% disagreeing and 2.3% not sure. The result was affirmed by the high mean = 4.69 close to code five for strongly agree. Also, the majority percentage (87.9%) indicated that teachers

prepared good structured learning activities with only 8.3% disagreeing and 3.7% not sure. The high mean = 4.61 confirmed the finding. The pupils also indicated that teachers encouraged pupils to be active during learning teaching process (88.9% [mean = 4.56) with the lower percentage 6.4% disagreeing and 4.6% not sure respectively. Therefore, teachers encouraged pupils to be active during learning teaching process.

The pupils revealed that teachers were good at time management (88.9% [mean = 4.57]). The least percentage (6.5%) was not sure and 4.7% disagreed. Therefore, teachers were good at time management. With respect to whether teachers used effective strategies to attract pupils' attention, the majority percentage agreed (88.9% [mean = 4.56]). Only 7.9% and 3.3% were not sure and disagreed respectively. Therefore, teachers used effective strategies to attract pupils' attention. The pupils revealed that teachers designed suitable seating arrangements (77.8% [mean = 4.19]). The least percentage (9.3%) disagreed and 3.7% were not sure. Therefore, teachers designed suitable seating arrangements. To establish the overall rating of instruction management, an average index for the six indicators was calculated. The results on the same are presented in Table 4.14.

Table 4.14:

Summary Results for Instruction Management

	Descriptives		Statistic	Std. Error
Instructional Management	Mean		4.53	0.04
	95% Confidence Interval for Mean	Lower Bound	4.45	
		Upper Bound	4.61	
	5% Trimmed Mean		4.61	
	Median		4.67	
	Variance		0.36	
	Std. Deviation		0.60	
	Minimum		1.50	
	Maximum		5.00	
	Range		3.50	
	Interquartile Range		0.67	
	Skewness		-2.23	0.17
	Kurtosis		6.75	0.33

The summary Table 4.14 shows that the overall mean for instruction (mean = 4.53) was high and close to median = 4.67 with the results indicating a low standard deviation (Std = 0.60). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally distributed. With the results being normally distributed, they could be subjected to linear correlation and regression analyses and suitable results obtained.

4.3.4 Correlation of Classroom Management and Pupil Engagement in Remedial Classes. To establish whether classroom management in terms of pupil, behaviour and instructional management had a relationship with pupil engagement in remedial classes, at preliminary level a correlation analysis was carried out. The hypothesis tested was to the effect that classroom management has no significant influence on

pupils' engagement in remedial classes in primary schools. Each construct was tested separately as indicated in Table 4.15.

Table 4.15:

Correlation of Classroom Management on Pupils Engagement in Remedial Classes

	Pupils Engagement	Pupil Management	Behavior Management	Instructional Management
Pupils Engagement	1			
Pupil Management	0.532** 0.000	1		
Behavior Management	0.594** 0.000	0.526** 0.000	1	
Instructional Management	0.537** 0.000	0.576** 0.000	0.593** 0.000	1

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

The results in Table 4.15 suggest that all the classroom management aspects namely pupil, behavior and instructional management ($r = 0.532$, $p = 0.000 < 0.05$), socio-physical environment ($r = 0.594$, $p = 0.000 < 0.05$) and school structure ($r = 0.537$, $p= 0.000 < 0.05$) had a positive and significant relationship with pupil engagement in remedial classes. This means that the hypothesis to the effect that classroom management has no significant influence on pupils' engagement in remedial classes in primary schools is rejected and the alternate hypothesis to the effect that classroom management has a significant influence on pupils' engagement in remedial classes in primary schools is supported.

***4.3.5 Regression Model for Classroom Management Approaches and Pupils Engagement in Remedial Classes*.** At the confirmatory level, to establish whether classroom management in terms of pupil, behavior and instructional management influenced pupil engagement in remedial classes, a regression analysis was carried out. The results on them follow in Table 4.16.

Table 4.16:

Regression of Pupils Engagement in Remedial Classes on Classroom Management

		Standardized Coefficients Beta		Sig P
Pupil Management		0.234		0.000
Behavior Management		0.359		0.000
Instructional Management		0.190		0.007
Model Summary	R^2 Adjusted	F	P	
	0.484	68.109	0.000	

a. Dependent Variable: Pupils Engagement in Remedial Classes

The results in Table 4.16 show that classroom management in terms of pupil, behavior and instructional management explained 48.4% of the variation in pupils' engagement in remedial classes (adjusted R= 0.484). This means that 51.6% of the variation was accounted for by other factors not considered under this model. All the classroom management namely pupil ($\beta = 0.234$, $p = 0.000 < 0.05$), behavior ($\beta= 0.359$, $p = 0.000 < 0.05$) and instructional management ($\beta = 0.190$, $p= 0.000 < 0.05$) had a positive and significant influence on pupils' engagement in remedial classes. With all the betas positive and p-values significant, it can be deduced that

the hypothesis to the effect that classroom management has no significant influence on pupils' engagement in remedial classes in primary schools is rejected and the alternate hypothesis to the effect that classroom management has a significant influence on pupils' engagement in remedial classes in primary schools is supported.

4.4 Constructivist Teaching and Pupils Engagement in Remedial Classes

Constructivist teaching conceptualized in terms of active learning, supportive teaching, collaborative teaching, and contextual teaching was studied as the moderating variable. The constructivist teaching was studied using 10 indicators as indicated in Table 4.17.

Table 4.17:

Constructivist teaching

Constructivist teaching	**SD**	**D**	**NS**	**A**	**SA**	**Mean**
My teachers motivate pupils to participate loudly	18 (8.3%)	2 (0.9 %)	16 (7.4%)	28 (13.0%)	152 (70.4%)	4.36
My teachers make sure that the majority of pupils participate in class	5 (2.3%)	7 (3.2 %)	11 (5.1%)	31 (14.4%)	162 (75.0%)	4.56
My teachers listen carefully to the responses of pupils to form the list of outstanding ideas	8 (3.7%)	6 (2.8 %)	11 (5.1%)	33 (15.3%)	158 (73.1%)	4.51
My teachers provide feedback on correct answers	4 (1.9%)	5 (2.3 %)	13 (6.0%)	30 (13.9%)	164 (75.9%)	4.60
In order to deepen on an issue, my teachers form groups where the dialogue on the subject is generated	5 (2.3%)	7 (3.2 %)	15 (6.9%)	35 (16.2%)	154 (71.3%)	4.51
My teachers tell pupils about the benefits of working as a team	2 (0.9%)	5 (2.3 %)	9 (4.2%)	22 (10.2%)	178 (82.4%)	4.71
Teachers involve us in group discussions in class	6 (2.8%)	8 (3.7 %)	14 (6.5%)	29 (13.4%)	159 (73.6%)	4.51
Teachers involve us doing activities more than listening to them	18 (8.3%)	13 (6.0 %)	12 (5.6%)	37 (17.1%)	136 (63.0%)	4.20
Teachers let us interact with one another in class	25 (11.6%)	2 (0.9 %)	11 (5.1%)	37 (17.1%)	141 (65.3%)	4.24
Teachers make use active learning by asking for our contribution in class	5 (2.3%)	5 (2.3 %)	11 (5.1%)	30 (13.9%)	165 (76.4%)	4.60

Cumulative analysis of the results for each indicator on constructivist teaching in Table 4.17 shows the majority percentage (83.4%) concurred that teachers

motivated pupils to participate loudly with only 9.2% disagreeing and 7.4% not sure. The result was affirmed by the high mean = 4.36 close to code four for strongly agree. Also, the majority percentage (86.4%) indicated that teachers made sure that the majority of pupils participated in classed with only 6.5% disagreeing and 5.1% not sure. The high mean = 4.56 confirmed the finding. The pupils also indicated that teachers listened carefully to the responses of pupils to form the list of outstanding ideas (88.4% [mean = 4.51) with the lower percentage 4.2% disagreeing and 5.1% not sure respectively. Therefore, teachers encouraged pupils to be active during learning teaching process.

The pupils revealed that teachers provided feedback on correct answers (89.8% [mean = 4.60]). The least percentage (6.0%) was not sure and 4.2% disagreed. Therefore, teachers provided feedback on correct answers. With respect to whether in order to deepen on an issue, teachers formed groups where the dialogue on the subject was generated, the majority percentage agreed (87.5% [mean = 4.51]). Only 6.9% and 5.2% were not sure and disagreed respectively. Therefore, in order to deepen on an issue, teachers formed groups where the dialogue on the subject was generated. The pupils revealed that teachers told pupils about the benefits of working as a team (92.6% [mean = 4.71]). The least percentage (4.3%) was not sure and 0.9% disagreed. Therefore, teachers told pupils about the benefits of working as a team.

The pupils indicated that teachers involved them in group discussions in class (87.0% [mean = 4.51]). The least percentage (6.5%) disagreed and another 6.5% were not sure. Therefore, teachers involved them in group discussions in class. With respect to whether teachers involved learners in doing activities more than

listening to them, the majority percentage agreed (80.1% [mean = 4.20]). Only 14.3% and 5.6% disagreed and were not sure respectively. Therefore, teachers involved learners in doing activities more than listening to them. The pupils revealed that teachers let them interact with one another in class (82.4% [mean = 4.24]). The least percentage (12.5%) disagreed 5.1% were not sure. Therefore, teachers involved learners in doing activities more than listening to them. As to whether teachers made use active learning by asking for pupils' contribution in class, the majority percentage (90.3%) agreed while 4.6% disagreed and 5.1% were not sure. With a high mean = 4.60, the results meant that whether teachers made use active learning by asking for pupils' contribution in class. To establish the overall rating of constructivist, an average index for the 10indicators was calculated. The results on the same are presented in Table 4.18.

Table 4.18:

Summary Results for Constructivist Teaching

	Descriptives		Statistic	Std. Error
Constructivist teaching	Mean		4.35	0.05
	95% Confidence Interval for Mean	Lower Bound	4.25	
		Upper Bound	4.44	
	5% Trimmed Mean		4.41	
	Median		4.60	
	Variance		0.52	
	Std. Deviation		0.72	
	Minimum		1.70	
	Maximum		5.00	
	Range		3.30	
	Interquartile Range		1.00	
	Skewness		-1.23	0.17
	Kurtosis		0.84	0.33

The summary Table 4.18 shows that the overall mean for constructivist teaching (mean = 4.35) was high and close to median = 4.60 with the results indicating a low standard deviation (Std = 0.72). The high mean meant that the pupils indicated that their affective engagement in remedial classes was high while the mean being close to median and the low standard deviation suggested that the results were normally distributed. With the results being normally distributed, they could be subjected to linear correlation and regression analyses and suitable results obtained.

4.4.1 Correlation of Constructivist teaching and Pupils Engagement in Remedial Classes. To establish whether there was a relationship between constructivist teaching and pupil engagement in remedial classes, at preliminary level, a correlation analysis was carried out. This involved the testing the hypothesis to the effect that the constructivist teaching has no significant influence on pupils'

engagement in remedial classes in primary school. The results were indicated in Table 4.19.

Table 4.19:

Correlation of Constructivist teaching on Pupils Engagement in Remedial Classes

	Pupils Engagement	Constructivist Teaching
Pupils Engagement	1	0.876**
		0.000
Constructivist Teaching	0.876**	1
	0.000	

Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.19 suggest that the constructivist teaching ($r = 0.876$, $p = 0.000 < 0.05$) had a positive and significant relationship with pupil engagement in remedial classes. This means that the hypothesis to the effect that the constructivist teaching has no significant influence on pupils' engagement in remedial classes in primary schools is rejected and the alternate hypothesis to the effect that the constructivist teaching has a significant influence on pupils' engagement in remedial classes in primary schools is supported.

4.4.2 Regression Model for Constructivist Teaching and Pupils Engagement in Remedial Classes. At the confirmatory level, to establish whether the constructivist teaching influenced pupil engagement in remedial classes, a regression analysis was carried out. The results on them follow in Table 4.20.

Table 4.20:

Regression of Pupils Engagement in Remedial Classes on Constructivist Teaching

		Standardized Coefficients Beta		Sig p
Constructivist teaching		0.876		0.000
Model Summary	R^2 Adjusted	F	P	
	0.766	704.466	0.000	

a. Dependent Variable: Pupils Engagement

The results in Table 4.20 show that the constructivist teaching explained 76.6% of the variation in pupils' engagement in remedial classes (adjusted R= 0.766). This means that 23.4% of the variation was accounted for by other factors not considered under this model. The constructivist teaching ($\beta = 0.876$, $p = 0.000 < 0.05$) had a positive and significant influence on pupils' engagement in remedial classes. This means that the null hypothesis to the effect that the constructivist teaching has no significant influence on pupils' engagement in remedial classes in primary schools is rejected and the alternate hypothesis to the effect that the constructivist teaching has a significant influence on pupils' engagement in remedial classes in primary schools is supported.

4.5 Classroom Management, Constructivist Teaching and Pupils' Engagement in Remedial Classes

To test whether the constructivist teaching had a moderating effect on the influence of classroom management on pupils' engagement in remedial classes in primary schools, a moderation test was carried. Thus, the null hypothesis to the effect that the constructivist teaching has no moderating effect on the influence of classroom

management on pupils' engagement in remedial classes in primary schools was tested. The results on the same follow in Table 4.21.

Table 4.21:

Classroom Management, Constructivist teaching and Pupils' Engagement in Remedial Classes

Variables				**β**	**p**
Classroom Management (X)				0.4713	0.0003
Constructivist teaching (W)				0.2389	0.1015
Classroom Management x Constructivist teaching (XW)				0.1375	0.0000
Model Summary	R^2	F	P		
	0.758	259.1848	0.0000		

The results in Table 4.21 show that, classroom management and the constructivist teaching explained 75.8% of the variation in pupil engagement in remedial classes (adjusted $R^2 = 0.758$). This means that 24.2% of the variation was accounted for by other factors. However, while classroom management ($\beta = 0.4713$, $p = 0.003 < 0.05$) had a significant influence of pupils' engagement in remedial classes, the constructivist teaching ($\beta = 0.2389$, $p = 0.000 > 0.1015$) in the joint model had a positive but insignificant influence on pupils' engagement in remedial classes.

However, the moderating effect (classroom management x constructivist approach) was positive and significant ($\beta = 0.1375$, $p = 0.0000 < 0.05$). Therefore, the constructivist teaching had a positive significant moderating effect on the influence of classroom management on pupils' engagement in remedial classes in

primary schools. Therefore, the null hypothesis to the effect that the constructivist teaching has no moderating effect on the influence of classroom management on pupils' engagement in remedial classes in primary schools is rejected. The alternate hypothesis that the constructivist teaching has a moderating effect on the influence of classroom management on pupils' engagement in remedial classes in primary schools is supported. Nonetheless, since the constructivist teaching had a positive but insignificant influence on pupils' engagement in remedial classes, it partially moderated the influence of classroom management on pupils' engagement in remedial classes in primary schools.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study are discussed cross-referencing with literature, leading the drawing of the conclusions and subsequent recommendations. The chapter also includes the limitations and suggestions for future research.

5.1 Discussion

The discussion of the findings done basing on the hypotheses involves presentation of the findings and discussing them while cross-referencing with literature. The discussion is arranged following the order of the study objectives.

5.1.1 Classroom Management and Pupils Engagement in Remedial Classes in Primary Schools. The first objective of the study sought to establish the influence of classroom management on pupils' engagement in remedial classes in primary schools in Njeru Municipality. The null hypothesis derived from the objective was to the effect that classroom management has no significant influence on pupils' engagement in remedial classes in primary schools. The null hypothesis, hence test results indicated that classroom management had a significant influence of pupils' engagement in remedial classes. This means that when teachers effectively manage their remedial classes, learners are likely to be engaged in them. This finding is consistent with the findings of previous scholars. For example, Korpershoek et al. (2016) found that effective classroom management enhances students' engagement and increases academic achievement, both statistically significant findings

Consistent with the finding of the study, Mangi (2020) reported existence of a significant positive relationship between the teachers' classroom management skills and students' engagement in classrooms. Similarly, Hayley and Ingrid (2019) reported classroom management and student engagements have a positive relationship. Relatedly, Farooq and Ahmed (2021) revealed that classroom management was related learners' academic. In the same vein, Gage et al. (2018) found out that there was positive relationship between classroom management and students' engagement. Similarly, Imms and Byers (2017) established existence of a significant causal linkage between teacher classroom management and student engagement. Also, Parker (2017) revealed that behavioural management had a significant influence on students' engagement in class. Further still, consistent with the finding of the study, et al. (2015) indicated that there was a significant relationship between classroom management and student engagement in secondary school classrooms. With the finding of the study consistent with the findings of most scholars, it can be surmised that classroom management has a significant influence on pupil engagement in remedial classes.

5.1.2 Constructivist Teaching and Pupils Engagement in Remedial Classes in Primary Schools. The second objective of the study sought to find out the influence of constructivist teaching on pupils' engagement in remedial classes in primary schools in Njeru Municipality. The null hypothesis derived from the objective was to the effect that constructivist teaching has no significant influence on pupils' engagement in remedial classes in primary schools. Nonetheless, the Hypothesis was rejected; therefore, the results indicated that constructivist teaching had a significant influence of pupils' engagement in remedial classes. This suggests that

when teachers effectively use constructivist teaching their remedial classes, learners are likely to be engaged in them. This finding concurs with the previous scholars such as Arjomandi et al. (2018) reported existence of a strong connection between the constructivist teaching approach of active teaching strategies and engagement for traditional students although the link was weak for non-traditional students.

Also, concurring with the study, Backer et al. (2018) indicated that collaborative grouping had a positive impact on student learning and fostered student engagement. Relatedly, Bharucha (2017) reported that the constructivist teaching approach of collaborative teaching led to higher levels of satisfaction hence higher levels of engagement. In the same vein, Mugizi et al. (2021) who reported that student-centered approaches of active learning, contextual learning, motivation of students and collaborative learning had a positive significant relationship with student engagement. The finding of the study also concurred with Sakellariou and Tsiara (2019) who established that use a range of constructivist general strategies (i.e. cooperative learning; guided instruction; and problem-based learning enhanced students' engagement.

Further, concurring with the study, Saeed and Zyngier (2019) found out that intrinsic and extrinsic motivation strategies which are part of constructivist teaching had a relationship with student engagement. However, the finding of the study was contrary to the finding by Qudsyi et al. (2018) who indicated that the constructivist approach of contextual learning had no significant effect in improving student engagement. Nevertheless, with the finding of the study in concurring with the findings of previous of scholars, it can be deduced that constructivist teaching

enhances pupils' engagement in remedial classes. Therefore, constructivist teaching enhances pupils' engagement in remedial classes.

5.1.3 Classroom Management, Constructivist teaching and Pupils Engagement.

The third objective of the study sought to establish the moderating effect of constructivist teaching on the influence of classroom management on pupils' engagement in remedial classes in primary schools in Njeru Municipality. The null hypothesis derived from the objective was to the effect that constructivist teaching has no moderating effect on the influence of classroom management on pupils' engagement in remedial classes in primary schools. The null hypothesis was rejected; hence the findings indicated that constructivist teaching had a positive significant moderating effect on the influence of classroom management on pupils' engagement in remedial classes in primary schools.

The above finding agreed with the findings of previous scholars. For instance, Onzi et al. (2023) reported that while constructivist teaching approaches positively and significantly predicted student engagement, behaviourist teaching approaches negatively significantly predicted student engagement. The behavioural teaching approaches refer to strict control of the learner which dictatorial classroom management. Therefore, democratic management of classroom room enhances learner engagement. Thus, constructivist teaching combined with democratic classroom management influences learner engagement in remedial classes. On their part, Guangbao and Timothy (2021) revealed that teachers' constructivist beliefs and classroom management were positively and statistically significantly related to student engagement. Therefore, with the finding of the study in agreement with previous scholars, it can be inferred that constructivist teaching has a moderating

effect on the influence of classroom management on pupils' engagement in remedial classes in primary schools.

5.2 Conclusion

The conclusions of this study on classroom management, constructivist teaching and pupils' engagement in remedial classes were as follows:

1. Classroom management has significant value in enhancing pupil engagement in remedial classes in primary schools. This involves effective Pupil, Behaviour, and Instructional management. When the pupils are well managed, their behaviour is controlled as well as instruction, they will become engaged in remedial classes will take place.
2. Constructivist teaching is paramount for pupil engagement in remedial classes. This is when teachers motivate learners, involve them, listen to them carefully, provide the appropriate provide feedback, dialogue with them, and promote pupil teamwork. Further, engagement takes place when the teacher promotes discussion in the class, make them do activities, interact with them and let them contribute during lessons.
3. Combining effective classroom management and constructivist teaching is imperative for pupil engagement in remedial classes. When interaction occurs between classroom management and constructivist teaching, a partial increase in learner engagement takes place.

5.3 Recommendations

The recommendations from this study on classroom management, constructivist teaching and pupils' engagement in remedial classes are as follows:

1. Remedial education should be made a standard and timetabled program in primary schools
2. Schools should schedule remedial classes during times when pupils are not very tired and are more receptive to learning
3. There is need for MOES to make guidelines on structuring and running remedial education in Uganda.
4. Primary schools need to write a paper showing the need for remedial education and it can be fit into the current primary school curriculum.
5. Teachers should ensure focussed classroom management to enhance pupil engagement in remedial classes in primary schools. This should involve maintaining effective pupil, behaviour, and instructional management. This is because if pupils are well managed, their behaviour is controlled as well as instruction, they become engaged.
6. Teachers should use constructivist teaching strategies to promote pupil engagement in remedial classes. Thus, teachers should motivate learners, involve them, listen to them carefully, provide the appropriate provide feedback, dialogue with them, and promote pupil teamwork. Teachers should also promote discussion in the class, make pupils do activities, interact with them and let them contribute during lessons.
7. Teachers should ensure that effective classroom management go hand in hand with constructivist teaching. Therefore, as teachers maintain effective pupil, behaviour, and instructional management, they should also use constructive teaching strategies.

5.4. Contribution to New Knowledge

The first significant contribution of the study is bringing to the attention of the academic world that remedial education, can be a normal primary school program and effective in removing learning deficits of pupils and achieve standard curriculum expectations when based on the classroom management theory principles of well-directed and controlled pupil behavior, organized teaching, active pupil participation and collaboration. The cordial relationship and involvement between learners and teachers can help in improving the interest and commitment of learners to their education and thus, increasing liking and participation in remedial classes.

The second contribution of the study was on revealing the sufficient conditions for managing remedial classes to lead to more positive results in learner participation and performance. It has to be more Preparatory, corrective and compensatory driven to pupils achieve expected competencies in the core learning areas of the primary school curriculum.

For learners to value them and attend them regularly remedial classes have to target learners with difficulty and learning deficit, make changes in the attention given to learners and teaching approaches.

5.5 Limitations

The study shows the contribution of classroom management and constructivist teaching to enhancement of learners in remedial classes. However, the study was carried out in primary schools and in one municipality using only the quantitative approach. Future research should involve other educational institutions such as secondary schools and cover a wider geographical area to provide confidence of generalisation. Further, since this study involved only the quantitative approach, future research should consider the qualitative approach for explanations.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

KYAMBOGO UNIVERSITY
P. O. BOX 1 KYAMBOGO
Tel: 041 -4286792 Fax: 256-41-220464
Website:www.kyu.ac.ug Email: drgt@kyu.ac.ug
Directorate of Research and Graduate Training
Office of the Director

APPENDIX 8: INTRODUCTORY LETTER

Date: February 14, 2023

TO WHOM IT MAY CONCERN

RE: FARIDAH NANTALE KASIRIVU

Dear Sir/Madam,

This is to introduce to you the above-named student Reg: No **17/U/GMED/14552/PE** pursuing Master of Education in Policy Planning and Management, Kyambogo University.

He intends to carry out research on ***"Classroom management, constructivist teaching and pupils' engagement in remedial classes in Government Aided primary schools in Njeru Municipality, Uganda."*** in fulfillment of the requirements for the award of Master of Education in Policy Planning and Management of Kyambogo University.

The purpose of this letter therefore is to request you to grant him permission to carry out his study.

Any assistance rendered to him will be highly appreciated.

Yours sincerely

Prof. Bosco Bua
AG. DIRECTOR

KYAMBOGO UNIVERSITY
★ 21 JUN 2023 ★
DIRECTOR
DIRECTORATE OF RESEARCH AND GRADUATE TRAINING

APPENDIX B: SELF-ADMINISTERED QUESTIONNAIRE FOR PUPILS'

Kyambogo University

P. O. Box 1 Kyambogo,

Kampala-Uganda

February 2023

Dear Pupil,

I am a student of Kyambogo University carrying out a survey on the "Classroom Management, Constructivist teaching and Pupils' Engagement in Remedial Classes in Primary Schools in Njeru Municipality, Uganda" in partial fulfillment of the requirements for the award of a Master's degree in Education Policy, Planning and Management of Kyambogo University. The following questionnaire is for teachers like you. Therefore, it is against this background that you have been selected to participate in 'the research by completing the questionnaire. The information sought is required only for academic purpose, so it will be treated with maximum confidentiality.

Thank you.

Yours faithfully,

……..…….

Faridah Nantale Kasirivu

Section A: Background Variables

This Section presents issues on the background information about respondents like you. Please provide the required fact about you by kindly ticking the correct answer and/ or fill in the blank spaces where applicable;

A1. Sex

1 = Male; 2 = Female

A2. Your age……

A3. Number of years in the school

1 = Below 3 years; 2 = Between 3 and 5 years; 3 = over 7 Years

Section B: Pupils Engagement in Remedial Classes (Dependent Variable)

The dependent variable, pupils' engagement is divided into three constructs, namely; affective, behavioral and cognitive engagement. In this section, you are required to answer according to the following levels; 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Disagree and 5 = Strongly Agree.

AE	**Affective Engagement**	**1**	**2**	**3**	**4**	**5**
AE.1	I am very much interested in attending remedial lessons					
AE.2	I think remedial classes are interesting					
AE.3	I like what teachers teach us during remedial classes					
AE1.4	I enjoy participating in remedial classes because new things are introduced which we would have missed					
AE1.5	Even if remedial classes take place after class time I still find them interesting					
AE1.7	I am proud that we are involved in remedial classes					
AE1.8	After normal class time I look forward to attending remedial classes.					
BE2	**Behavioral Engagement**					

BE2.1	I try hard to learn during remedial classes					
BE2.2	In class, I work as hard during remedial classes without thinking about having break					
BE2.4	I am always punctual for remedial classes					
BE2.5	When attending remedial classes I do no wander about what is happening outside or home					
BE2.6	Remedial classes help me to understand what I have not understood during normal lessons					
BE2.7	Remedial classes help me to keep working on what I could not complete in the normal lessons					
BE2.9	I volunteer to help teachers mobilize my fellow students for remedial classes					
CE3	**Cognitive Engagement**	**1**	**2**	**3**	**4**	**5**
CE3.1	Remedial classes help me to understand the material better than what I already know.					
CE3.4	I try to match what I learn in remedial classes with things I learn in normal classes					
CE3.6	I remedial classes help me understand what I learn in normal classes					
CE3.9	I try to see the similarities and differences between things I learn in remedial classes and things I know already.					
CE3.10	I try to understand how the things I learn in remedial classes fit with those studied in normal classes					
CE3.11	Remedial classes help me to think through what I have already learnt					
CE3.12	When in remedial classes, I try to combine the information I learn with what learnt in normal classes					

Section C: Classroom Management (Moderating Variable)

In this part, you will answer following the criteria in C above where 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Disagree and 5 = Strongly Agree.

CM1	**Pupil Management**	**1**	**2**	**3**	**4**	**5**
CM1	My teacher encourages pupils to determine classroom rules					
CM2	My teacher persuades pupils to obey the classroom rules					
CM3	My teachers manage the class effectively					
CM4	My teachers provide effective communication					
CM5	My teachers notice mischievous behaviors of students					
CM6	My teachers keep us attentive in class					
BM2	**Behaviour Management**	**1**	**2**	**3**	**4**	**5**
BM1	My teachers effectively handle disruptive behaviors					
BM2	My teachers use effective strategies to prevent misbehavior					
BM3	My teachers are able to deal with pupils' misbehaviors					
BM4	My teachers ensure that classes are harmonious					
BM5	My teachers ensure discipline in the class					
IM3	**Instructional Management**	**1**	**2**	**3**	**4**	**5**
IM1	My teachers encourage pupils to engage in learning tasks					
IM2	My teachers prepare good structured learning activities					
IM3	My teachers encourage pupils to be active during learning teaching process.					
IM4	My teachers are good at time management.					
IM5	My teachers use effective strategies to attract pupils' attention.					
IM6	My teacher design suitable seating arrangements					

Section D: Constructivist teaching

CTA	Constructivist teaching	1	2	3	4	5
CTA1	My teachers motivate pupils to participate out loud					
CTA2	My teachers make sure that the majority of pupils participate in class					
CTA3	My teachers listen carefully to the responses of pupils to form the list of outstanding ideas					
CTA4	My teachers provide feedback on correct answers					
CTA5	In order to deepen on an issue, my teachers form groups where the dialogue on the subject is generated.					
CTA6	My teachers tell pupils about the benefits of working as a team.					
CTA7	Teachers involve us in group discussions in class.					
CTA8	Teachers involve us doing activities more than listening to them					
CTA9	Teachers provide us with assignments to do from home					
CTA10	Teachers let us interact with one another in class					
CTA11	Teachers make use active by asking for our contribution in class					

Thank You very much for your time.

APPENDIX C: VALIDITY OF THE INSTRUMENT

Affective Engagement

Judges	Relevant	Irrelevant	
Judge 1	7	1	
Judge 2	6	2	
			8

CVI = 7+ 6= 13÷ 2 = 6.5

6.5 ÷ 8= 0.812

Behavioural Engagement

Judges	Relevant	Irrelevant	
Judge 1	8	1	
Judge 2	6	3	
			9

CVI = 8+ 6 = 14÷ 2 = 7

7 ÷ 9 = 0.778

Cognitive Engagement

Judges	Relevant	Irrelevant	
Judge 1	10	2	
Judge 2	9	3	
			12

CVI = 10+ 9 = 19÷ 2 = 9.5

9.5 ÷ 12= 0.792

Pupil Management

Judges	Relevant	Irrelevant	
Judge 1	5	1	
Judge 2	5	1	
			6

CVI = 5+ 5 = 10÷ 2 = 5

5 ÷ 6 = 0.833

Behaviour Management

Judges	Relevant	Irrelevant	
Judge 1	5	1	
Judge 2	6	0	
			6

CVI = 5+ 6 = 11÷ 2 = 5.5

5.5 ÷ 2 = 0.916

Instructional Management

Judges	Relevant	Irrelevant	
Judge 1	5	1	
Judge 2	5	1	
			6

CVI = 5+ 5 = 10÷ 2 = 5

5 ÷ 6 = 0.833

Constructivist Teaching

Judges	Relevant	Irrelevant	
Judge 1	9	2	
Judge 2	9	2	
			11

CVI = 9+ 9 = 18÷ 2 = 9

5 ÷ 6 = 0.818

APPENDIX D: SCHOOL PROFILE

School code	School name	Population	Mission	Founders
School 1	Njeru Primary School	577	To Produce sell reliant, Productive and God-fearing citizens	Public
School 2	Wakisi Wabiyinja Primary School	678	To produce citizens who are literate, responsible and self-reliant	Roman Catholic
School 3	Namwezi UMEA	673	To develop an enriched learning community that promotes academic, achievement leadership and religious values	Moslem
School 4	St Bernadette Primary School	989	To offer transformative education in a secure, respectful, and friendly environment that fosters critical thinking and lifelong learning	Catholic
School 5	Ssese C/U	872	To Produce God fearing and self-reliant citizens	Church of Uganda
School 6	Wakisi Baptist Primary School	883	Mission To produce productive and Disciplined Citizens	Baptist Union of Uganda
School 7	Kiwanyi C/U P/S	739	To Produce Literate God fearing and self-reliant Citizens	Church Of Uganda
School 8	Nakalanga UMEA	446	To bring practical responsible child who is academically socially and morally acceptable in society.	Muslim
School 9	Luwala Primary school.	510	To produce resourceful citizens	Scoul
School 10	St Denis Naminya Primary School	863	To produce literate self-reliant and God-fearing citizens	Catholic
School 11	Naminya C/I	670	To produce God fearing knowledgeable Productive and disciplined citizens	C/I
School 12	Ahmadiyya Muslim P/S	562	To develop Academic and other talents of the pupil in a truly humane and Islamic environment	Ahmadiyya Muslim

School 13	Kiyagi parents	740	Quality education in an ideal environment for useful citizenship.	Muslim