

## Learners' Classroom Engagement and Upper Primary Learners' Achievement in English In Selected Primary Schools of Bukoto West, Lwengo District

Annet Busingye, Dr. Sudi Balimutajjo<sup>(PhD)</sup> & Mr. Enoch Barigye<sup>(Senior)</sup>  
(Faculty of Education, Arts and Media Studies, Bishop Stuart University, Mbarara Uganda)

**ABSTRACT:-** Effective learners' class room engagement determines learners' achievement in most case as this has been studied and confirmed by many researchers. This study looked at how the learners' class room engagement is related to the learners' achievement in selected upper Primary schools in Bukoto West, Lwengo District. It was anchored on specific objectives of; examining the level of learners' engagement in primary school, assessing learners' achievement in primary schools and finally testing the hypothesis that; there is no statistically significant relationship between class engagement and learners' achievement in primary schools. The study adopted a correlational research design with both quantitative and qualitative approach of data collection and analysis. Participants were selected using simple random sampling and others using purposive sampling. Questionnaires and interview guides were used to collect data from respondent where all ethical considerations were fully observed and considered in this study. The present undertaking found out that the level of learners engagement in their class rooms are very high and that this helps them to understand and conceptualize more what they are being taught by their teachers, the study also found out that learners in upper primary school achieve better grades(D1-D2) in good numbers in end of term exams compared to beginning of term and mid-term exams, the study also revealed that there is a strong positive relationship between learners' class room engagement and learners' achievement in English in selected upper Primary schools. This led to the rejection of the null hypothesis of the study. The study concluded that; primary school learners engage more in their classrooms and this helps them to understand more what their teacher teaches following the new curriculum which is learner centered to create innovation and creativity as part of practicability, learners' achievement is based on the time of assessment whereby the learners pass with good grades at the end of the term compared to the exams that are done at the beginning and in the middle of the term, learners' class room engagement has a strong positive relationship with learners' achievement in primary schools.

**Keywords:-** Learners' Classroom Engagement, Learners' Achievement

### I. INTRODUCTION

Access to high-quality education presented various challenges in the United States. Many white individuals believed in the colonial era that Black people, in especially slaves, would begin to question the oppressive institutions of power if they had an education. (Lowe Robert, 1986). As a result, numerous states passed legislation making it illegal for slaves to receive an education. These laws were commonly known as anti-literacy laws. Several southern states (Virginia, South Carolina, Mississippi, and Georgia) would criminally prosecute any slave who sought to learn to read or write, however the punishment varied from state to state (Davis Edward, 1845). This affected teachers 'content breakdown, materials used and assessment that led pupils face unequal access to education that affects the learners' grades attained in primary schools, (Austin, Nathan, 2014).

In Uganda, the Ministry of Education and Sports has been so much supporting to the education sector through ensuring that learners get a positive and supportive learning environment in order to boost their academic performance (MoE 2022). However, this has not granted achievement of better grades by the respective schools especially in Lwengo District Bukoto West where English subject has for the past two years been performed (Lwengo District DEO report 2020/2021). Statistics show that, in 2019 only 30.2% pupils passed English subject and 28.3% passed English in 2021 leaving the other 71.7% failed. The Government of Uganda is aware that the necessary learning outcomes vary depending on the context, but they must include

minimum levels of literacy, a wide range of fundamental scientific knowledge, and life skills like self-awareness and disease prevention by the end of the educational cycle (Bernard, 2019).

However, it was revealed that learners' achievement in PLE in the selected upper primary schools in Bukoto West, the percentage of pupils who passed English had increased from 28.3% in 2021 to 50.6 % in 2022 and finally to 66.4% in 2023 (UNEB Results, 2021-2023). This trend caused public interest and attention to the concerned citizens to find out what would be the strategies escalating this performance particularly in English subject. And the researcher felt that should this research had not been done, other schools struggling with performance were going to miss out and eventually compromise the academic Excellency of Ugandan citizens (pupils).

**This study was guided by the following objectives and research questions:**

**Objectives of the study**

- (i) To examine the level of learner classroom engagement in English in selected upper Primary schools in Bukoto West, Lwengo District.
- (ii) To assess learners' achievement in English in selected upper primary schools in Bukoto West, Lwengo District.
- (iii) To establish the relationship between learner classroom engagement and learners' achievement in English in selected upper primary schools in Bukoto West, Lwengo District.

**Research Questions**

- (i) What is the level of learner's classroom engagement in English in selected upper primary schools in Bukoto West, Lwengo District?
- (ii) What is the level of learners' achievement in English in selected upper primary schools in Bukoto West, Lwengo District?

**Research Hypothesis**

*Ho:* There is no statistically significant relationship between learner classroom engagement and learners' achievement in English in selected upper primary schools (Upper) in Bukoto West, Lwengo District

**Significances of the study**

To the MOES. This study ought to bring to focus information to the ministry of education and sports to set up the policies that affect learner classroom engagement in primary schools to maintain education standards.

To teachers. The primary school teacher ought to find this information vital to understand the environment he/she is working in and seek for better ways of dealing with policy issues in learner classroom engagement.

To Head teachers. The head teachers are likely to be sensitive on the need to play a proactive role in supervision of learner classroom engagement in order to deliver holistic education and attain sustainable quality education.

To future scholars. The research study ought to add knowledge on learner classroom engagement and learner achievement to the data bank for future researchers.

## II. LITERATURE REVIEW

**Theoretical Underpinnings**

**Self-determination Theory (SDT)**

SDT provides a theoretical guide for how the social context within the classroom can affect learners' achievement (Ryan & Deci, 2017). Intending to connect multiple motivation theories, the researchers (Skinner, Furrer, Marchand, & Kindermann, 2008; Skinner, Kindermann, Connell, & Wellborn, 2009) have proposed the Self-System Model of Motivational Development (SSMMD) as a framework for causally connecting classroom engagement to other motivational variables identified by other theories of human motivation, particularly SDT. In this integrated model, there are four types of motivational variables. Context variables refer to the social environment of learners, including teachers, parents, and peers. Self-variables refer to learners' ability beliefs, values, and attitudes, and particularly their perceptions of how well their need for autonomy, competence, and relatedness are satisfied. The third category, action, concerns goal-directed behaviors, particularly engagement in a learning activity. The last component of the model is the outcome, which, in the educational domain, is exemplified by cognitive development and learning. The SSMMD with its four components articulates the process by which the basic psychological needs posited by SDT as important aspects of the self are affected by the context and, in turn, affect engagement and relevant outcomes.

In the study of "Learners' Classroom Engagement and Learners' Achievement in English in selected upper primary Schools of Bukoto West, Lwengo district," the Self-Determination Theory (SDT) can be applied to enhance both engagement and achievement. SDT posits that individuals have innate psychological needs for

autonomy, competence, and relatedness, which when fulfilled, foster intrinsic motivation and optimal functioning. In this context, promoting autonomy can involve providing students with choices in their learning activities and encouraging self-directed learning. Enhancing competence can be achieved by setting achievable goals, offering constructive feedback, and recognizing individual progress, thereby building students' confidence in their English skills. Fostering relatedness can be accomplished by creating a supportive classroom environment where students feel connected to their teachers and peers. By addressing these needs, SDT suggests that students will be more intrinsically motivated, leading to higher engagement levels and improved academic achievement in English.

For the present study, the theory underpins the study that teachers' actions and classroom underlying forces can support learners' need for competence and learners actively involve themselves in their learning activities, allowing them to learn more and to show higher academic achievement (Connell & Wellborn, 1991; Dincer *et al.*, 2012; Noels *et al.*, 2016; Reeve, 2012; Ryan & Deci, 2000).

#### **The level of learner classroom engagement in Primary schools (Upper Primary)**

The study will take into account students' behavioral, emotional, and cognitive classroom participation. According to Wang, Bergin, and Bergin (2014), classroom involvement comprises cognitive, emotional, and behavioral elements. Learners' delight, interest, and enthusiasm are expressed through their emotional engagement. According to Skinner, Kindermann, and Furrer (2009), cognitive engagement describes how learners employ their cognitive abilities and participate actively in Metacognition. According to Wang, Bergin, and Bergin (2014), behavioral engagement describes learners' participation in learning activities that can be seen. These elements interact with one another and are a part of both social and personal concerns. The academic accomplishment of learners is strongly correlated with classroom engagement; therefore, the more actively students participate in class activities, the higher their math achievement score will be (Leon, Medina-Garrido, & Nunez, 2017).

The impact of learner engagement on academic attainment has been the subject of numerous studies (Heng, 2014). While learners with low engagement are passive and give up when faced with learning problems, learners with high engagement actively participate in the learning activities to acquire the needed knowledge and abilities (Skinner & Belmont, 1993). According to research, learner academic success and engagement are related. Guthrie *et al.* (2013), the relationship between engagement and text comprehension was examined, and it was discovered that while avoidance had a negative relationship with text comprehension, positive engagement did not. Putwain, Nicholson, Pekrun, Becker, and Symes (2019) found that learner academic achievement and engagement were positively correlated in another study. Additionally, according to Bature, Atweh, and Oreoluwa (2020), classroom interaction improved students' ability to solve mathematical problems.

#### **The learners' achievement in Primary schools (Upper Primary)**

Results are used to define student achievement (Madaus 2000). Furthermore, according to Kellaghan and Greany (2003), "when continuous assessment has important consequences attached to achievement, they are likely to have a direct impact on teaching and learning and, therefore, merit consideration as a mechanism for improving pupil achievements." Onuka (2006:11) also discovered that continuous assessment and feedback were fully implemented in Nigeria to strengthen the educational system and efficiently complete students' set learning objectives. This agreed with Onuka and Oludipe's (2005) conclusion that the use of the feedback mechanism resulting from formative evaluation of learners significantly remedied subpar performance.

The results of students on internationally comparable, standardized, or national examinations of knowledge, abilities, behavior, and attitudes serve as one measure of learners' achievement. To isolate the impact of education on test results, the impacts of non-school inputs, such as parental background, would have to be maintained constant. The cognitive achievement exams are reliable indicators of students' potential earnings in the future (Bishop, 1992; Boissiere, Knight, & Sabot, 1985). In aggregated data, there is evidence that test results are strongly connected with economic performance. Test results are favorably correlated with cross-country growth rates of real per capita GDP, according to Hanushek and Kimko (2000). This suggests that the quality of the learners' learning, in addition to the quantity, is a crucial component of the development of human capital.

Majo (2016) identified low attitudes toward student participation in the classroom and subpar teaching strategies as the variables influencing learners' poor performance. The study found that teachers lacked the pedagogical abilities necessary to influence student learning. Whichever version of reality is more accurate—that is, whether it is the difficulty of the science subjects themselves or a lack of teaching expertise—reports have shown that teaching methods have an impact on student achievement (Blazar, 2016; Johnson, 2017).

#### **The relationship between learner classroom engagement and learners' achievement in primary school (Upper Primary)**

Teachers' responsibilities in the process of learner-classroom engagement have recently shifted. The teacher now oversees learning rather than merely transmitting knowledge. What's required is activity-based instruction where students concentrate on cause and effect, collaborate, communicate, and share (Bingolbali, et

al., 2008). According to Penuel et al. (2014), teachers can occasionally alter how students interact in the classroom to guarantee that all of these things are being achieved.

One significant implication of the study's findings in Turkey is the significance of the relationship between emotion and classroom involvement in raising students' mathematics achievement (Alpaslan, 2021). The majority of participants (15 out of 18) were labeled as engaged learners based on their responses when asked about their behavioral, emotional and cognitive engagement as English as a foreign language (EFL) learner. They engaged in active learning by raising their hands, offering to write on the chalkboard, and taking notes, for example (Dincer et al., 2019).

According to longitudinal studies on child development, a core group of risk factors exists, including poverty, temperamental issues, cognitive issues, learning challenges, and physical and mental impairments that are present in many kids when they start school. Early-stage learners who exhibit behavioral issues or cognitive deficits are susceptible in that they have a lower likelihood of achieving academic success or having healthy, fulfilling lives without intentional and sustained intervention (Willms, 2002). According to Rowe and Rowe (1992), a lot of these children have trouble learning to read, and their issues get worse as math and other classes demand more reading proficiency. By middle school (for example, grades 5 to 7), many of these kids exhibit a low dedication to academic activities, a distaste for school, weak social bonds, and bad peer relationships.

### III. METHODOLOGY

#### Research Design

For the purpose of this study, the researcher used a cross-sectional survey research design supported by Omari (2011) because data was collected from many categories of respondents at one point in time. The design was used because the population is big, it allows generalization of findings, data was collected in a short period hence cost effective. This design was utilized in the first and the second objectives of this study which is based on relationship between learner classroom engagement and learners' achievement in English in selected upper primary schools.

The correlation research design was used in this study because it is simple to implement, can be relatively inexpensive unless using large surveys, can be finished fairly quickly, and data provides a useful starting point for researchers exploring a phenomenon for the first time (Comiskey & Dempsey, 2016). Both a quantitative and a qualitative method were used in the investigation. By establishing a link between learner participation in the classroom and academic accomplishment, quantitative data was gathered and used as the foundation for statistical descriptions and inferential conclusions.

#### Study Population

The study population included 250 pupils of Upper Primary and 05 teachers from five selected government-aided primary schools in Bukoto West. These schools were selected because they had been performing poorly in English subjects and later picked up and started performing well in the said Subject (Lwengo DEO report, 2018). Primary seven class was chosen because it was the class of focus based on the performance assessment they undergo at the national level (PLE). The categorization of the study population included the pupils in upper primary and the Teachers of English.

#### Sample size determination

A sample size is a portion of the population that has been chosen for research. It entails a process where a researcher selects a few people from a population in order to fairly represent the wider group. The table is the population from each of the selected five schools.

School ID	Population of pupils in upper primary
A	50
B	50
C	52
D	50
E	48
<b>Total</b>	<b>250</b>

Source: Secondary Data (School Reports)

The sample size was established using Morgan and Krejcie (1970), as shown in the table below.

Table 1: Sample size determination

Category	Population	Sample size	Sampling technique
<b>Pupils</b>	250	152	Simple random
<b>Teachers of English</b>	5	5	Purposive technique
<b>Total</b>	<b>255</b>	<b>157</b>	

### Validity and Reliability

To ensure data quality, validity and reliability tests were carried out. The validity test involved calculating of content validity index to determine the validity of the instrument.

### Statistical Treatment of Data

Data management involved processing of the data by coding, entering them into the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarizing them using frequency tables to identify errors and editing them to remove errors. The data were analyzed using descriptive and inferential statistics. Descriptive statistics involved the means while inferential statistics included Pearson Linear correlation and regression analysis.

## IV. RESULTS

For the inferential analysis, the study used the Pearson correlation to measure the degree of association between variables under consideration and the regression analysis establish the relationship between learner class room engagement and learners' achievement in Primary schools. This section deals with demographic characteristics of the respondents from the study. The response rate was 86.6% where 136 respondents complied out of 157.

### Demographic Characteristics of the respondents

Respondents were asked to provide information regarding their demographic profile which included gender, age bracket, level of education, marital status as follows.

#### Distribution by the gender of the respondents

The gender of the respondents was distributed as indicated in table 4.1

Sex	Frequency	Percent
Male	66	48.5
Female	70	51.5
<b>Total</b>	<b>136</b>	<b>100.0</b>

Source: Primary data, 2023

Table 4.1, indicate that majority of the participants (51.5%) were females whereas the least (48.5%) were males. These findings indicate the selected school for the study had both a mixture of boys and girls and it also clearly shows that the Teachers of English are not only one sex.

#### Marital status of the respondents

The study went ahead to consider the marital status of the respondents and the findings are tabulated here below;

#### Marital status of the respondent teachers

Marital status	Frequency	Percent
Single	1	20
Married	4	80
<b>Total</b>	<b>5</b>	<b>100.0</b>

Source: Primary data, 2023.

Table 4.2 indicate that majority of the respondents (80%) were married whereas the least (20%) were single. This clearly indicate that the teachers of English in these primary schools are mature and additionally they are parents to make learners understand and pass English.

#### Level of learner's classroom engagement in primary schools in Bukoto west, Lwengo District

In order to capture responses on the level of learners' engagement in primary schools, the pupils (respondents) were requested to respond to a number of statements regarding the organizational culture in the college by indicating their agreement using a five-point Likert scale of SD=Strongly Disagreed, D=Disagreed, N= Not decided, A=Agreed and SA = Strongly Agreed. The analysis combined the responses of "Strongly disagree" and "disagree" to mean "Disagree" and "Strongly agree" and "Agree" to mean "agree". To make the analysis more explicit, the mean for items was computed to aid the analysis. In this study, a mean of 5.0 means that all participants agreed with the statements put to them and a mean of 1.0 means that all the participants

disagreed with the statement put to them; a mean of above 3.0 indicates that the majority of the participants were in agreement on the statements put to them; a mean of below 3.0 indicates the majority of the participants were in disagreement; and a mean of 3.0 indicates that the participants were neutral. The elicited results are presented on Table 4.6.

**Table 2: Level of Learner's classroom engagement in Primary Schools in Bukoto West, Lwengo District**

Statements	Mean	Std.
I ask questions in an English class	4.81	.732
I raise my hand in class to contribute to class discussion	4.00	.808
I participate in small group discussions	4.94	.945
I do all the homework given to me	2.19	.041
I attend English class every day	3.90	.757
I take notes in class	3.94	.761
I receive prompt written or oral feedback from classwork	4.94	.845
I come to class after completing my assignments	4.06	.935
<b>Total Score</b>	<b>39.84</b>	<b>7.456</b>
<b>Average Score</b>	<b>3.984</b>	<b>0.745</b>

Source: Primary data, 2023

Table 4.3 shows that majority of respondents agreed with the statements rated on the questionnaire. This is explained by their mean which is above 3, and their standard deviations which is close to 1. The respondents' responses were as follows;

Table 4.5 indicate that majority of the respondents agreed that they ask questions in class (Mean= 4.18; Standard deviation= 0.732). this indicates that the school going children understand more English when they engage in asking questions to their teacher. And in support of this; one respondent had this to say;

*"My pupils normally ask questions after my teaching time so that they can get more understanding of the subject matter".*

Findings further show that the majority of the participants agreed that they raise their hands in class to contribute to class discussion (Mean= 4.00; Standard deviation= 0.808). This implies that learners achieve in the learning process and hence they have what to contribute in class.

Also, all respondents agreed that they participate in small group discussions (Mean= 4.94; Standard deviation= 0.945). This shows that in the discussion, the pupils are trying to extrapolate what exactly they gain in class has the level of achievement in class specifically English language. This also shows that the level of learners' engagement is very high. In addition to this, one of the qualitative respondents had this to say;

*"Our learners normally engage in discussion with their friends especially now that our curriculum is more student-centered to discover more".*

On the contrary, the majority of the participants disagreed that they didn't do all the homework given to them (Mean= 2.19; Standard deviation= 0.014). This implies that shows that the level of learners' engagement is high when they are within the school premises not at home due to reasons best known to the learners.

Results show that the majority of the participants agreed that they attend English class every day (Mean= 3.90; Standard deviation= 0.757). This shows that the learners engage themselves in attending ending classes which is good for their understanding and excelling in the English language. One of the respondents in an interview had this to say;

*"Our learners do not dodge classes unless they are not present at school. But when they are present, their engagement in class lessons is very high".*

In addition, the findings show that majority of the respondents agreed that they take notes in class (Mean= 3.94; Standard deviation= 0.761). This implies that the learners are fully engaged and committed to what they are learning for their own benefit.

In regard to receive prompt written or oral feedback from classwork, all respondents agreed (Mean= 4.94; Standard deviation= 0.845). This implies that the teachers give their learners time and the learners are also engaged all the time to ensure that they get feed from their teachers to monitor their commitment.

Findings also show that majority of the participants agreed that they come to class after completing their assignments (Mean= 4.06; Standard deviation= 0.935). This implies that the learners are always engaged by their teachers by giving them assignments and learners are also committed to doing these assignments before attending to the classes. In agreement with this, one of the teachers had this to say;

*“Our learners ensure that they finish their assignments before they come to class. This is a very good culture because it gives us hope that our learners are really concerned and much engaged to the learning process”.*

**Table 3 : Assessment of the learner’s achievement in primary schools.**

Assessment	Grades Attained					Total
	D1-D2	C3-C4	C5-C6	P7-P8	F9	
Beginning of Term	60	26	44	22	0	152
	39.5%	17.1%	28.9%	14.5%	0%	100%
Mid-Term	63	35	40	14	0%	152
	41%	23%	26.3%	9.2%	0%	100%
End of Term	78	40	30	4	0	152
	51.3%	26.3%	19.7%	2.6%	0%	100%

Source: Primary Data 2023

**Table 4.5 End of term results per school in order of their performance**

School ID	D1-D2	C3-C4	C5-C6	P7-P8	F9
A	18	11	09	01	
B	30	19	11	00	
C	12	05	02	00	
D	11	04	01	01	
E	07	01	07	02	
<b>Total</b>	<b>78</b>	<b>40</b>	<b>30</b>	<b>04</b>	<b>00</b>

Source: Primary Data 2023

From Table 4.4 and 4.5 it is observed that the majority of the respondents to the tune of (39.5%) achieved passing from D1-D2 and the least number of respondents (14.5%) achieved passes from P7-P8 and none scored F9. This clearly signifies that most learners keep engaged in learning at their homes to ensure that they keep their brains well positioned to perform the beginning of term exams. One of the teachers had this to say about this;

*“Some parents normally request us the teachers to offer coaching to their children while in holiday though this sometimes is not taken by all the learners. It is dependent on the concern of the parents to ensure that their children do not waste much time during the holiday. And I think those learners who attend are the ones who pass with D1-D2 at the beginning of the term exams”.*

Additionally, the majority of the respondents show that their performance in mid-term increases in mid-term exams by scoring D1-D2 in good numbers just because after the term has started, students improve in their abilities to understand and interpret questions for the good of their performance. In the assessment, it is observed that 41% of the students scored D1-D2 compared to the 39.5% who scored D1-D2 at the beginning of the term. It also reveals a drop in the numbers of those who score C5 – C6 From 28.9% to 26.3%. this means at this time; most students catch up with their studies and then concentrate on improving their performance. One of the respondents had this to say concerning the above assessment;

*“Most of our students try to improve performing mid-term exams very well, especially when the marks they get in their mid-term exams are not satisfactory to them they tend to put in more effort hence performing better than the beginning of term exams. That’s why we register a slight improvement in performance in mid-term exams compared to the beginning of the term exams”.*

Finally, from the table above, the assessment shows that the number of those who perform in the grade bracket of D1-D2 increases (41% to 51.3%) concerning those who perform well in the mid-term exams and it again shows a fall in the number of those who perform in the grade category of P7 – P8 (9.2% to 2.6%). This reveals that learners perform much better at the end of the term compared to the beginning of term exams and mid-term exams. It’s a clear justification that learners value end-of-term exams, concentrate, and pass them highly compared to other sets of exams. In support of this, one of the respondents had this to say;

*“During the course of the term, our learners are given revision and remedial lessons which improve their understanding and conceptualization of the subject matter and by the time they end term with exams, they already have all the knowledge to pass their exams highly”.*

### Testing the relationship between learners' classroom engagement and learners' achievement in primary schools.

To ascertain the learners' classroom engagement and learners' achievement in primary schools. Pearson correlation Matrix was conducted to determine the statistical significance between the two variables in question. The elicited responses are presented on

**Table 4: Pearson Correlation matrix for learners' classroom engagement and learners' achievement in primary schools.**

Correlations		
	Learners' class Room Engagement	Learners' Achievement
Learners' class Room Engagement	Pearson Correlation	1
	Sig. (2-tailed)	.733**
	Respondents	152
Learners' Achievement	Pearson Correlation	.733
	Sig. (2-tailed)	.005
	Respondents	152

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

Source: Primary data, 2023.

Table indicate that there is a strong positive correlation between learners' class room engagement and learners' achievement in primary schools ( $r = .733^{**}$ ;  $p < 0.05$ ). This is an indication that Learners' class Room Engagement has a strong positive relationship with learners' achievement in primary schools. This practically implies that when the learners are engaged in their class room, it increases their achievement academically. In support of the above quantitative findings, one of the respondents had this to add on;

*"It is very clear that when learns are engaged in their class rooms, it gives them chances to understand and even ask more questions to the teacher for more clarity and understanding. This leads the learn to achieve more academically"*

### CONCLUSION

On objective one, the study concludes that primary school learners engage more in their classrooms and this helps them to understand more what their teacher teaches following the new curriculum which is learner-centered to create innovation and creativity as part of practicability.

On objective two, this study concludes that learners' achievement is based on the time of assessment whereby the learners pass with good grades at the end of the term compared to the exams that are done at the beginning and in the middle of the term.

Thirdly, the present study can conclude that learners' classroom engagement has a strong positive relationship with learners' achievement in primary schools.

The alternative hypothesis was accepted which says that; there is a strong positive statistically significant relationship between learner classroom engagement and learners' achievement in Primary schools in Bukoto West, Lwengo District.

### Recommendations

Firstly the research recommends that schools should adopt interactive teaching methods such as group discussions, role-plays, and interactive digital tools to enhance learner engagement. Training teachers in these methods and providing necessary resources will foster an engaging classroom environment that encourages active participation from all learners.

There is a need to establish a system for regular monitoring and feedback to assess and improve learner engagement. This can involve periodic classroom observations, learner surveys, and feedback sessions with teachers and students. Implementing these measures will help identify areas for improvement and ensure continuous engagement in the learning process.

In line with objective two, the researcher recommends the need to conduct regular assessments to monitor learners' progress in English. Based on assessment results, provide personalized support and remedial classes to students who are lagging. This targeted approach will help address individual learning needs and improve overall achievement in English.



Schools should invest in quality learning resources such as textbooks, supplementary reading materials, and educational software. Ensuring that students have access to diverse and comprehensive materials will enhance their learning experience and contribute to better academic performance in English.

The government through the ministry of Education should encourage schools to integrate engagement strategies that directly correlate with academic achievement. This includes incorporating activities that connect classroom learning with real-life applications and fostering a collaborative learning environment. By doing so, students can see the relevance of their studies, which can lead to higher engagement and better academic outcomes.

Finally, from the study findings the researcher recommends the provision of the ongoing professional development for teachers focused on effective engagement techniques and their impact on learner achievement. Workshops, seminars, and peer mentoring programs can equip teachers with the skills and knowledge to implement strategies that enhance both engagement and academic performance in English.

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**Annet Busingye, Dr. Sudi Balimutajjo<sup>(PhD)</sup> & Mr. Enoch Barigye<sup>(Senior)</sup>**  
**(Faculty of Education, Arts and Media Studies, Bishop Stuart University, Mbarara Uganda)**