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EFFECTS OF SCAFFOLDING TEACHING STRATEGY ON ACADEMIC ENGAGEMENT OF PUPILS WITH ATTENTION-DEFICIT HYPERACTIVITY DISORDER IN BAUCHI STATE, NIGERIA

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Abstract

This study investigated the effects of scaffolding teaching strategy on the academic engagement of primary school pupils in Bauchi state. Four research questions guided the study. The study made use of quasi experimental design. The sample of 15 respondents was drawn from primary five pupils in Azare Metropolis, Bauch State. Adapted questionnaire "Pupils Academic Engagement Questionnaire" (PAEQ) with twenty (20) items was used to generate data for the study. Descriptive Statistic (Mean and standard deviation) and Inferential Statistic (ANCOVA) was used to analyse the data generated for the study. The study found out that the experimental group had increased behavioural engagement compared to their counterparts in the control group due to exposure to scaffolding strategy. There was a significant difference between the experimental and control groups on post-test behavioural engagement, $F(1, 12) = 208.69$, $p < .05$. Pupils with ADHD had low emotional engagement at baseline, and later increased as a result of exposure to scaffolding. There was a significant difference between the experimental and control groups in terms of emotional engagement, $F(1, 12) = 153.15$, $p < .05$. Pupils with ADHD had low cognitive engagement at baseline, but later increased due to exposure to scaffolding strategy. The experimental and control groups differ significantly on

Keywords: Scaffolding, Academic engagement, Behavioural, Enrolment, Cognitive, Social.

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cognitive engagement after exposing the experimental group to intervention (F (1, 12) = 763.61, p <.05. Both experimental and control groups at baseline had low social engagement and after being taught with scaffolding strategy in the experimental group, the social engagement increased among pupils in the group. There was a significant difference in social engagement between the experimental and control groups (F (1, 12) = 804.36, p < .05. The study recommends among others, that activity based teaching strategies should be adopted in school in order to enhance pupils engagement.

Introduction

Attention deficit hyperactivity disorder is a heterogeneous group of behaviour disorder affecting children and adult of different age group. Children with Attention-Deficit Hyperactivity Disorder (ADHD) exhibit significant academic difficulties in school settings, but considerably less attention is devoted to remediating their academic problems in regular classroom settings (Ash, George, Fumio & Katy 2018). This disorder can manifest as: primarily inattentive, primarily impulsive-hyperactive, or it can be a combination of both inattention and impulsive hyperactive behaviours. Although, children with ADHD fall behind their peers academically (Barbaresi, Colligan,Weaver & Voigt, 2018). Most studies like Unni, Deshpande and Srivastava (2022) ; Nazarova, Sokolov, Chubarev, Tarasov and Schioth (2022) have focused on treating the behavioural symptoms (that is inattention, impulsivity and over-activity) rather than the associated academic problems. Attention-deficit is a persistent and frequent pattern of developmentally inappropriate, inattentive and impulsive behaviour with or without hyperactivity. Hyperactivity, on the other hand, is a term used to describe behaviours that are considered to be excessive for children's age, it is marked by like jumping from seat to seat in the classroom, talking excessively and climbing chairs and desks, among others. The disadvantages of this form of behaviour are two; the serene classroom environment will be disturbed and also the child with the disorder and other children without the disorder will be distracted and will no longer be able to concentrate on what is being taught in the classroom. ADHD is a disorder involving inattentiveness and hyperactive-impulsivity. Each of these two components of the disorder is defined in terms of several behavioural criteria. Inattentiveness is characterized by such behaviours as carelessness, forgetfulness in daily activities, and other attention problems. Inattentive children commonly lose their belongings, are easily distracted, cannot follow through on instructions, and have difficulty organizing tasks.

The hyperactive-impulsive component is further divided into the subtypes of hyperactivity and impulsivity. Hyperactivity is characterized by fidgeting, restlessness, running about

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inappropriately, difficulty in playing quietly, and talking excessively. Impulsivity manifest in the form of blurting out answers, cannot wait for turn is speak and interruption of others. Pupils can be diagnosed as having ADHD when they exhibit predominant characteristics of inattentiveness, hyperactive-impulsivity, or a combination of the two. The recognition that a child has ADHD usually occurs fairly early in the child's life, prior to school age. Children with ADHD are usually regarded as "difficult" by their parents, relatives, and friends. The disorder, coupled with poor pedagogical practices can make ADHD pupils find the classroom very frustrating. Therefore, the use of the right teaching strategy could be important because it could determine, to a large extent, learners' interest, participation in the learning process and academic achievement. The academic achievements of learners are highly dependent on the teaching strategy which the teacher uses during an instructional process. Hence, there is a need to have the right teaching strategy for pupils with ADHD.

Academic engagement encompasses a student's immersion in learning, moving beyond superficial memorization to in-depth thinking and understanding. It is a holistic approach that fosters lifelong learning. Academic engagement consists of behavioural, emotional, cognitive, and social dimensions. Scaffolding teaching strategy is very effective in enhancing the five different component of academic engagement that is social, emotional, cognitive, behavioural and Collaborative (Joseph, 2025). Teaching practices play a vital role in enhancing pupils' academic engagement and classroom management (Cedeno, and Mongas 2025). Therefore, activity based method in lesson delivery is highly essential in enhancing pupil's academic engagement.

Students with ADHD receive lower grades than their non-ADHD peers, they are more likely to withdraw from classes, have poorer study habits, and experience difficulty completing tests and assignments on time, engage in fewer study skills strategies, make slower progress in their programmes, and receive lower Grade Point Average. Poor teaching strategy by the teachers who has pupils with ADHD in the classroom is some time a contributing factor to their poor academic achievement. Using the conventional method to teach may only be of minimal help. Conventional method refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. It is a strategy characterized by pupils listening to lessons and memorizing what the teacher teaches. Although the conventional teaching strategy has been frequently employed in teaching, pupils will perform better when they are actively involved in the learning process, this has led researchers to seek alternative teaching strategies, beginning with the conventional strategy to a variety of experimental strategies and other forms of active learning. Studies have shown that learners perform better when they participate actively in the learning process (Joseph, 2025), when they are allowed to ask questions and participate fully in the learning process, make mistakes and correct the mistakes themselves in view of the new information they discovered. This process of teaching is participatory through social interaction, togetherness and action-

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oriented communication. Some common innovative strategies that are engaging and effective in teaching children with ADHD include project method and scaffolding.
Scaffolding is one of the teaching strategies that are activity-based and learner-centered. Instructional scaffolding provides sufficient support to promote learning when concepts and skills are being first introduced to students. These supports may include resource, compelling task, templates and guides, and/or guidance on the development of cognitive and social skills. (Boris, 2020). Instructional scaffolding could be employed through modeling a task, giving advice, and/or providing coaching. The support and guidance provided to the learner is compared to the scaffolds in building construction where the scaffolds provide both "adjustable and temporal" support to the building under construction. Chinelo & Anyanwumelu (2021) noted that in scaffolding instruction, when the students' competence increases, less support or guidance is given.

Statement of the Problem

Children with Attention Deficit Hyperactivity Disorder (ADHD) have difficulties learning effectively in Schools. This is principally due to their hyperactivity and impulsivity that make them to be inattentive to the teacher when lessons are going on. Children with ADHD find it difficult to pay attention for long period. Their behaviours are characterized by jumping from seat to seats and losing concentrations that could make them to make sense out of what is being taught. Also, they earn low grades than their counterparts without ADHD. They develop poor study habits, experience difficulties in completing task, make slow progress in school, and are likely to drop out of school. ADHD as a behavioural problem could have negative impact on the cognitive, social and personality development of children which can negatively impact learning outcome. If children are the "future leaders", then children with ADHD would need to be assisted to learn and develop effectively and qualitatively in order to be useful to themselves and the society at large.
The Educational system in Bauchi state is an inclusive education where children with learning disorder are mainstreamed into the regular educational system. Children with ADHD are found in regular classes and schools where teachers use conventional method of teaching in lesson delivery. One of the ways they could be assisted to learn effectively and qualitatively could be through the use of Scaffolding Teaching Strategy. Thus, this study examines effect STS on the academic engagement of pupils with ADHD in Bauchi State Nigeria.

OBJECTIVES OF THE STUDY

The aim of this study is to examine the effects of scaffolding teaching strategy on Academic engagement and achievement of pupils with Attention-deficit Hyperactivity Disorder in Azare Metropolis, Bauchi state, Nigeria. The specific objectives are to:

1) find out the effects of Scaffolding Teaching Strategy on the Behavioural engagement of primary 5 pupils with ADHD.

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2) determine the effects of Scaffolding Teaching Strategy on the Emotional engagement of primary 5 pupils with ADHD.
3) determine the effects of Scaffolding Teaching Strategy on the Cognitive engagement of primary 5 pupils with ADHD.
4) determine the effects of Scaffolding Teaching Strategy on the Social engagement of primary 5 pupils with ADHD.

RESEARCH QUESTIONS

The following research questions are asked to guide the study:

1) What are the pretest and posttest Behavioural engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups?
2) What are the pretest and posttest Emotional engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups?
3) What are the pretest and posttest Cognitive engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups?
4) What are the pretest and posttest Social engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups?

HYPOTHESES

The following null hypotheses guided the study.

1) There is no significant difference between the pre-test and posttest Behavioural engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups.
2) There is no significant difference between the pre-test and posttest Emotional engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups.
3) There is no significant difference between the pre-test and posttest Cognitive engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups.
4) There is no significant difference between the pre-test and posttest Social engagement mean scores of primary 5 pupils with ADHD in the experimental and control groups.

Methodology

The study employed quasi-experimental research design specifically, the pretest posttest non-equivalent control group design. The population of the study was made up of 61 primary five pupils who exhibited the characteristics of ADHD in six public primary schools in Azare metropolis of Bauchi state, Nigeria. ADHDDRS was administered to identify pupils

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with ADHD symptoms, those identified are the ones who qualified for the study. The sample for this study is made up of 15 Pupils with ADHD from two schools selected for the study out of the six schools. The two schools that constituted the sample for the study are schools C and E, which have the largest number of primary five pupils with ADHD. One of the two schools will serve as the experimental class, while the other will serve as the control class. Simple random sampling technique was used to obtained the two schools. The instruments for collecting data in this study was a structured type (adapted) questionnaire titled Pupils Academic Engagement Questionnaire (PAEQ). Adapted from Applebaum, 2015. For the purpose of analysis, this study employed the use of descriptive (mean and standard deviation) and inferential statistic (Analysis of covariance) at 0.5 level of significance.

Research Questions and Hypotheses Results

Table 1: Pretest and Posttest Behavioural Engagement Mean and Standard Deviation Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Group	N	Pre-test $\bar{x}$	SD	Post-test $\bar{x}$	SD	$\bar{x}$ Gain	Post-test $\bar{x}$ Difference
Experimental	7	11.29	1.80	22.57	2.30	11.28	10.19
Control	8	10.63	3.20	12.38	0.74	1.75	

NB: N =15. Decision benchmark, $\bar{x} \leq 15.0$ = low, and $\bar{x} > 15.0$ = High for 5 items using a 5-Likert scale

Data in table 1 indicates that the experimental group and the control group had low pre-test mean scores of 11.29 and 10.63, with standard deviation scores of 1.80 and 3.20, respectively. At the post-test, the experimental group had increase in the mean score to 22.57 (SD =2.23) and a mean gain of 11.28, while the control group remained at the low level, with a mean score of 12.38 (SD = 0.74), indicating a minimal mean gain of 1.75. The post-test mean difference between the experimental and control group was 10.19, implying that the experimental group had improved behavioural engagement compared to their counterparts in the control group due to exposure to scaffolding strategy for those in the experimental group.

Table 2: ANCOVA Result of the Difference Between the Pre-test and Post-test Behavioural Engagement Mean Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Source	Type III Sum of Squares	df	Mean Square	F	P	Eta Squared
Corrected Model	452.43[a]	2	226.22	140.66	.000	.959
Intercept	239.91	1	239.91	149.17	.000	.926
Pre-test	.70	1	.70	.44	.522	.035
Post-test (Group)	335.63	1	335.63	208.69	.000	.946
Error	19.30	12	1.61			

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Source	Type III Sum of Squares	df	Mean Square	F	P	Eta Squared
Total	4875.00	15				
Corrected Total	471.73	14				

NB: R Squared = .956 (Adjusted R Squared = .952).

Table 2 results reveals that the probability value for pre-test was higher than the 0.05 level of significance (p =0.808). It shows that there was no significant difference in the pre-test behavioural engagement mean scores between the experimental and control groups [F (1, 12) = 0.44, p > .05]. The post-test mean score had p-value less than the 0.05 level of significance after controlling for the effect of pre-test (p = 0.000). Consequently, the null hypothesis is rejected as there was a significant difference between the experimental and control groups on post-test behavioural engagement, F (1, 12) = 208.69, p < .05. Scaffolding strategy contributed to 95.6% of the variance of behavioural engagement with effect size of η^2 = 0.946. This implies that scaffolding strategy significantly increased the behavioural engagement of primary 5 pupils with ADHD in Azare, Katagum LGA of Bauchi State, Nigeria.

Table 3: Pretest and Posttest Emotional Engagement Mean and Standard Deviation Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Group	N	Pre-test $\bar{x}$	SD	Post-test $\bar{x}$	SD	$\bar{x}$ Gain	Post-test $\bar{x}$ Difference
Experimental	7	9.71	0.76	22.59	2.31	12.88	10.11
Control	8	10.63	1.51	12.48	0.75	1.85	

NB: N =15. Decision benchmark, $\bar{x} \leq 15.0$ = low, and $\bar{x} > 15.0$ = High for 5 items using a 5-Likert scale

Table 3 indicated that the experimental and control groups had pre-test mean scores as $\bar{x}$ = 9.71 and $\bar{x}$ = 10.63 with standard deviations as SD = 0.76 and SD = 1.51, respectively. The post-test mean scores of the experimental and control groups were 22.59 and 12.48, with standard deviation scores of 2.88 and 0.75, respectively. The pre-test and post-test mean gain of students in the experimental group was 12.88, while that of the control group was 1.85. At the post-test, the mean scores increased to 10.11. This signifies that, pupils with ADHD had low emotional engagement at baseline, and later increased as a result of exposure to scaffolding strategy.

Table 4: ANCOVA Result of the Difference Between the Pre-test and Post-test Emotional Engagement Mean Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Source	Type III Sum of Squares	df	Mean Square	F	P	Eta Squared
Corrected Model	394.72[a]	2	197.36	81.63	.000	.932
Intercept	24.54	1	24.54	10.15	.008	.458
Pre-test	6.58	1	6.58	2.72	.125	.185

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Source	Type III Sum of Squares	df	Mean Square	F	P	Eta Squared
Post-test (Group)	370.28	1	370.28	153.15	.000	.927
Error	29.01	12	2.42			
Total	4827.00	15				
Corrected Total	423.73	14				

NB: R Squared = .932 (Adjusted R Squared = .920).

Table 4 reported that the probability value for pre-test is above the 0.05 significance level (p =0.125). It implies that there is no significant difference in the pre-test emotional engagement mean scores between the experimental and control groups (F (1, 12) = 2.72, p > .05). On the other hand, the post-test mean score had a p-value = 0.000 which is less than the 0.05 significance level at 1 and 12 degrees of freedom when the effect of pre-test was controlled for. Consequently, the null hypothesis is rejected, since there was a significant difference between the experimental and control groups in terms of emotional engagement, F(1, 12) = 153.15, p < .05. Scaffolding strategy was responsible for 93.2% of the variance of emotional engagement with effect size of η^2 = 0.927. This implies that scaffolding strategy significantly increased the emotional engagement of primary 5 pupils with ADHD in Azere LGA of Bauchi State, Nigeria.

Table 5: Pretest and Posttest Cognitive Engagement Mean and Standard Deviation Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Group	N	Pre-test $\bar{x}$	SD	Post-test $\bar{x}$	SD	$\bar{x}$ Gain/ Loss	Post-test $\bar{x}$ Difference
Experimental	7	9.86	0.69	23.71	0.76	13.85	11.46
Control	8	10.75	1.67	12.25	0.71	1.5	

NB: N =15. Decision benchmark, $\bar{x} \leq 15.0$ = low, and $\bar{x} > 15.0$ = High for 5 items using a 5-Likert scale

Result in Table 5 revealed that the experimental group had pre-test and post-test mean of 9.86 and 23.71 respectively with SD = 0.69 and SD = 0.76 respectively and mean gain of 13.85. On other hand, the control group had pre-test and post-test means of 10.75 and 12.25 respectively with SD = 1.67 and SD = 0.71 respectively and mean gain of 1.5. The post-test mean difference of the two groups was 11.46. This implies that that pupils with ADHD had low cognitive engagement at baseline, but later increased due to exposure to scaffolding strategy.

Table 6: ANCOVA Result of the Difference Between the Pre-test and Post-test Cognitive Engagement Mean Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	P	Eta Squared
Corrected Model	490.74[a]	2	245.37	429.05	.000	.986

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Source	Type III Sum of Squares	Df	Mean Square	F	P	Eta Squared
Intercept	63.04	1	63.04	110.22	.000	.902
Pre-test	.07	1	.07	.12	.740	.010
Post-test (Group)	436.70	1	436.70	763.61	.000	.985
Error	6.86	12	.57			
Total	5144.00	15				
Corrected Total	497.60	14				

NB: R Squared = .986 (Adjusted R Squared = .984).

In Table 6, the pre-test probability value was higher than the 0.05 significance level (p = 0.740). It suggests that the experimental and control groups' pre-test mean scores for cognitive engagement did not differ significantly (F (1, 12) = 0.12, p >.05). However, after controlling for the pre-test influence, the post-test mean score had a p-value of less than the 0.05 level of significance at 1 and 12 degrees of freedom (p = 0.000). Consequently, the experimental and control groups differ significantly on cognitive engagement after exposing the experimental group to intervention (F (1, 12) = 763.61, p <.05. In addition, a 98.6% increase in cognitive engagement was attributed to Scaffolding strategy with an effect size of η^2 = 0.985. This implies that scaffolding strategy significantly enhanced cognitive engagement of pupils with ADHD in Azare, Katagum LGA of Bauchi State, Nigeria.

Table 7: Pretest and Posttest Social Engagement Mean and Standard Deviation Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Group	N	Pre-test $\bar{x}$	SD	Post-test $\bar{x}$	SD	$\bar{x}$ Gain/ Loss	Post-test Difference $\bar{x}$
Experimental	7	9.71	1.28	23.57	1.51	13.86	11.07
Control	8	11.25	0.89	12.50	0.54	0.98	

NB: N =15. Decision benchmark, $\bar{x} \leq 15.0$ = low, and $\bar{x} > 15.0$ = High for 5 items using a 5-Likert scale

In Table 7, experimental and control groups had low pre-test mean scores of 9.71 and 11.25 with standard deviation scores of 1.28 and 0.89 respectively. At the post-test, the mean scores of experimental groups increased to 23.57 with a mean gain of 13.86, while the control group increased to 12.50, indicating a mean increase of 0.54. The mean difference between the two groups was 11.07 signifying that both groups at baseline had low social engagement and after taught with scaffolding strategy in the experimental group, the social engagement increased among pupils in the group.

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Table 8: ANCOVA Result of the Difference Between the Pre-test and Post-test Social Engagement Mean Scores of Primary 5 Pupils with ADHD in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	P	Eta Squared
Corrected Model	467.82[a]	2	233.91	509.38	.000	.988
Intercept	14.94	1	14.94	32.53	.000	.731
Pre-test	10.20	1	10.20	2.20	.081	.249
Post-test (Group)	369.37	1	369.37	804.36	.000	.985
Error	5.51	12	.46			
Total	5155.00	15				
Corrected Total	473.33	14				

NB: R Squared = .988 (Adjusted R Squared = .986).

Table 8 indicated that the pre-test probability value of 0.081 is more than the 0.05 level of significance indicating no significant difference between the social engagement pre-test mean scores of pupils with ADHD in the experimental and control groups ($F (1, 12) = 2.20$, $p > .05$). On the other hand, the post-test mean score had a p-value that was less than the 0.05 level of significance ($p = 0.000$) after adjusting for the pre-test effect. Consequently, there was a significant difference in social engagement between the experimental and control groups ($F (1, 12) = 804.36$, $p < .05$. Scaffolding strategy accounted for 98.8% of social engagement with an effect size of $\eta^2 = 0.985$. This meant that scaffolding strategy significantly improved social engagement of primary 5 pupils with ADHD in Azare, Katagum LGA of Bauchi State, Nigeria.

Summary of Findings

Using a quasi-experimental (pretest posttest non-equivalent control group design) the findings are summarised as follows:

1. The experimental group had increased behavioural engagement compared to their counterparts in the control group due to exposure to scaffolding strategy. There was a significant difference between the experimental and control groups on post-test behavioural engagement, $F (1, 12) = 208.69$, $p < .05$.
2. Pupils with ADHD had low emotional engagement at baseline, and later increased as a result of exposure to scaffolding. There was a significant difference between

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the experimental and control groups in terms of emotional engagement, $F(1, 12) = 153.15$, $p < .05$.

3. Pupils with ADHD had low cognitive engagement at baseline, but later increased due to exposure to scaffolding strategy. The experimental and control groups differ significantly on cognitive engagement after exposing the experimental group to intervention ($F(1, 12) = 763.61$, $p < .05$.
4. Both experimental and control groups at baseline had low social engagement and after being taught with scaffolding strategy in the experimental group, the social engagement increased among pupils in the group. There was a significant difference in social engagement between the experimental and control groups ($F(1, 12) = 804.36$, $p < .05$.

Discussion of Findings

Findings revealed that pupils in the experimental group had improved behavioural engagement compared to their counterparts in the control group due to exposure to scaffolding strategy. In line with the above finding, Joseph (2025) assessed the impact of Scaffolding teaching strategies on academic engagement among junior secondary school students. Analysis of the data revealed that Scaffolding teaching strategy was very effective in enhancing the five different component of academic engagement that is social, emotional, cognitive, behavioural and Collaborative academic engagement. Another finding of this study revealed that, pupils with ADHD had low emotional engagement at pre-test, and later increased as a result of exposure of experimental group to scaffolding strategy. Although differed in research design and context, Bolaji, Oyatobo and Salako (2025) findings showed that the level of academic engagement among pre-primary school pupils was high. Pupils with ADHD earlier expressed that the school work was uninteresting and felt unexcited when they could not learn something new. However, Scaffolding teaching strategy helped them to overcome such challenges. Another finding revealed that after being exposed to scaffolding teaching strategy, pupils with ADHD in the experimental group who had low cognitive engagement at baseline eventually showed greater cognitive engagement. Brussino (2021) observed that supportive teaching approach through thought provoking questions helped stimulate students with ADHD and encouraged them to create and solve problems related to their own experiences. Prior intervention, pupils with ADHD could not think carefully about the answers before sharing, and could not try to understand the reasons behind what they were learning, but these improved due to scaffolding teaching technique. Scaffolding teaching strategy provided the pupils with a meaningful context and realistic practice, fostering active engagement and practical application of knowledge. Findings of this study indicated that social engagement was low in both experimental and control groups

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at baseline and that it rose in the experimental group after students were taught with the scaffolding teaching method. Previous studies revealed that alternative evaluation supportive methods encouraged teamwork, mutual support, and encourage students to participate actively (Lozano-Álvarez, Cano, Benito & Mercado, 2023). At baseline, pupils with ADHD had low social engagement level. Bolaji, Oyatobo and Salako (2025) showed that the level of social engagement among pre-primary school pupils was high due to effective teaching strategy.

Conclusion

Conclusively, this eight week pilot study revealed that scaffolding teaching strategy was very effective in enhancing the four component of academic engagement that is behavioural, emotional, cognitive, and social among primary school pupils. Teachers should therefore incorporate this strategy in the classroom teaching.

Recommendations

The study recommends that:

1. Teachers should put emphasise on the use of activity based teaching strategy so as to help learners engage academically.
2. Teachers should continue to employing a variety of learning activities to in order to improve pupils' academic engagement.

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