

The Association between Classroom Management Strategies and Students'

Academic Achievement at Primary Schools of Debre Markos Town

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Abstract

*The purpose of this study was to assess the association between classroom management strategies and students' academic achievement in the primary schools of Debre Markos Town. Simple random sampling technique was used to select schools and all teachers from selected schools. Ex-post factor with quantitative design was used in the study. Data gathering instruments were questionnaires and documents of grade 8th students' result. Data were analyzed using percentage, Pearson product correlation, and multiple linear regressions. Findings reveled that there were significant relationship between classroom management strategies and academic achievement. Instructional interventionist teacher approach had strong relation ($r=.36^{**}$, $p<0.05$) with students' academic achievement. Interventionist and interactionalist classroom management strategies predict students' academic achievement and instructional interventionist was the dominant predictor. No significant difference was found among school teachers in classroom management strategies, but there were significant differences among demographic variables ($p<0.00$); extent of education was substantial. Moreover, the findings further revealed that teachers have primary responsibility for control, initial focus on behavior followed by thoughts and feelings; teachers provided consequences for student actions and impose fair and consistent punishment for student's inappropriate actions. Therefore, it is concluded that there is a strong relationship between classroom management strategies and academic achievement. Most teachers were found to employ instructional interventionist approach. Thus, teachers should continue using instructional interventionist approach, focus on enhanced education level and provide training for school teachers, Debre Markos Town Education Office and Debre Markos College of Teachers Education.*

Key words: Classroom management strategies, Academic achievement, Level of prediction, Internationalist, Interventionist

Introduction

In today's society, schools are being accountable for every aspect of student achievement. Classroom management plays a major role in students' academic achievement (Erdogan, 2011). Unfortunately, many of the education reforms have failed to address the association between student achievement and classroom management (American Association of School Administrators, 2002; Brannon, 2010). Wong and Rosemary (2001) asserted that classroom management as all the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. Wong and Rosemary further added that, all the practices and procedures that a teacher applies to have a good classroom environment in which instruction and learning can take place is related to classroom management. Besides, McCreary (2010) cited in Agabi et al. (2013) addressed classroom management as the process and strategies used by the educator to facilitate students learning.

Among many scholars from the field, for example, Stough et al. cited in Ormrod (2003), elaborated that effective classroom management is a strategy that teachers use to manage all activities performed at classroom level that is teaching learning and physical arrangement of the classroom. From this, effective classroom management plays a pivotal role for students learning and development. In addition; effective classroom management is not a mono directional activity rather an activity that requires the positive relationship between the teacher and students (Burden, 2003).

Classroom management incorporates a number of tasks: connecting and developing, caring and supporting relationships with and among students with high and explicit expectations. According to McDonald(2013) and Weinstein(2006), organizing and implementing instruction that facilitate deep and meaningful learning which encourage student engagement, and promoting the development of students' social skills and self-regulation to assist students to clarify challenges and solve problems are also the main tasks. Moreover, the use of appropriate interventions to assist student with challenging behaviors are vital classroom management tasks.

In the viewpoint of education, classroom management attributes to creating a conducive environment to learning and students' growth (Vakilian & Karbassi, 2015). McDonald (2013) extends Evertson and Weinstein's (2006) definition and suggests that classroom management involves teachers' actions and instructional techniques to create a learning

environment that facilitates and supports active engagement in both academic and social and emotional learning. Within the literature, classroom management is commonly considered a general term that includes teacher efforts to direct individual student conduct, student interactions and learning (Brophy & Good, 2000; Burden, 2003; Evertson & Harris, 1999; Evertson & Weinstein, 2006; Iverson, 2003). Therefore, teachers' behavior management and instructional styles are a direct outgrowth of these guidance efforts. In fact, they purportedly manifest in the teacher's inclinations and efforts to accomplish appropriate learning objectives, while at the same time, managing student behaviors. As teachers form opinions about how classrooms should be managed and the way teachers manage instruction and behavior creates an overall classroom management approach (Martin & Sass, 2010).

Classroom management involves a wide range of activities undertaken by the teacher in the classroom, such as arranging the physical space, defining and practicing classroom procedures, observation of students' behavior, dealing with undisciplined behavior, encouraging students' responsibility for learning, teaching lessons in such a way that encourages students' task orientation (Watkins & Wagner, 2000). By learning to use their skills effectively, teachers can develop quality learning environments, characterized by positive teacher-student relationships (McDonald, 2013).

As it has been agreed by scholars such as McCormack (2001) and Bromfield (2006), the most important elements for better teaching is classroom management strategies. Classroom management has been observed to be issued for teachers, and students' performance has been affected in schools where discipline and behavior issues are not properly handled (Martin & Sass, 2010). To avoid discipline problems, teachers need to acquire and employ effective classroom management strategies (Stoughton, 2007).

Classroom management, as the best way to realize effective teaching and learning, transform student potentials and provide outputs such as knowledge, skill and behavior (Aydin, 2017; Balay, 2012). It also has a great effect on developing students' academic knowledge, cognitive competence and affective qualifications (Dincer & Akgun, 2015). Within this context, having desirable classroom management strategies, for teachers and teacher candidates, is critical. Classroom management is an extensive body of activities including systematic implementation of principles, concepts, theories, models, and techniques related to functions of planning,

organizing and evaluation to accomplish the specific educational goals (Erdogan, 2011).

A classroom that is well managed will provide an environment in which teaching and learning can flourish (Marzano, 2003). Effective classroom management prepares the classroom for an effective instruction which is crucial for the progress of learning. Ben (2006) stated that effective classroom management strategies are significant to a successful teachers' delivery of instruction and students' academic achievement too.

Currently, effective classroom management is becoming an increasing problem for teachers and administrators in primary schools because of changes in educational environments. "Effective classroom managers increase the time students are engaged in academic activities; they also maximize their students' opportunities to learn academic content, and these result in superior performance on achievement tests" (Brophy, 2003, p. 28). In another study, Brophy describes the ways of creating an effective environment for teaching and learning with the help of classroom management techniques, and focuses on establishing an effective classroom management system, maintaining attention and task engagement, and pursuing broader student socialization goals (Brophy, 2006).

Due to societal changes over years, schools have more behavioral and instructional issues that affect the way a teacher manages his/her classroom; classroom management strategies (interventionist, non-interventionist and interactionalist) are, therefore, increasingly important towards providing effective learning environment (Etheridge, 2010).

According to Byerly (2010), interventionist strategy used when a teacher responds a student's misbehavior in the classroom; teachers impose punishment that is fair and consistent when dealing with students' inappropriate actions. Interventionist strategy as described by Skinner's Operant conditioning of behavior is a process of behavior modification in which the likelihood of a specific behavior has increased or decreased through positive or negative reinforcement each time the behavior is exhibited, so that the subject comes to associate the pleasure or displeasure of the reinforcement with the behavior (American Heritage Dictionary, 2009).

In a non-interventionist classroom the role of the teacher is to act as a facilitator. Rules and procedures are negotiated between the teacher and the students. Therefore, the instruction is shared with the students, there is frequent use of group work, and the time spent on management

is valued (Clarke-Stewart et al., 2006; Terhart, 2003).

Rither and Hancock (2007) define the interactionist as believing students learn from interacting with peers in their environments. Interactionist classroom management style is a combination of noninterventionist and interventionist styles. Glasser (1997) stated that misbehavior can be redirected by tackling it from logical consequences such as individual improvement plans for students, teachers-student conferences and providing ways for a student to evaluate their own behavior.

In a very restorative approach to classroom management strategy, Lee et al. (2006) and Terhart (2003) stipulated that classroom management strategies (interventionist, non- interventionist and interactionalist) vary vis-à-vis the role of the teachers and students, classroom rules and procedures, rewards and punishments, teachers' expectations and students' autonomy, instructions and time spent on management. Whilst, interventionist refers as teacher centered, non-interventionist refer as student centered and interactionalist refer as in between two extremes.

Demographic variables have attributed to academic achievement. Some scholars, Bordia et al. (2006) and Lin (2007) asserted that variables related to teachers such as age, education and teaching experiences have a certain impact on students' effectiveness as classroom management is not a gift bestowed upon some teachers and though it is true that some teachers adapt to classroom management strategies easily. Bosch (2006) added that classroom management is a skill that can be gained through training and many years of experience in the field.

As it is suggested by many researchers, academic achievement is being influenced by classroom management strategies which are one of the leading factors that facilitate the learning process. Moreover, Afe (2001), advocated that teachers classroom management have been shown to have significant impact on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students.

The Ministry of Education of Ethiopia in its Education Sector Development Program VI (2020/21-2024/25), stated that it was planned in Education Sector Development Program V (2016/17-2020/21) for grade 8th students to score at least 50% and above (composite score) in the

National Learning Assessments (NLAs). But the achievement was lower at 25.2% and the target for ESDP VI is to achieve 80%. For the achievement of this target many things should be contemplated. In this regard, ESDP VI (2020/21-2024/25) indicated that improving teachers education level would enhance students' academic achievement, currently grade 5-8 teachers were up graded from diploma to B.A degree, 90% (86% female, 92.4% male) teachers were appropriately qualified. Some research, including Wang et al., (1993) identified classroom management as being the first in a list of important factors that has an effect on schoollearning and academic achievement.

Within the realm of primary education, many things are always changing: structure of primary education system, curriculum, and modes of teaching and classroom approach, learning styles, and methods of training candidates in primary education, and so on. These all changes are quite for the improvement of students' academic achievement that are mainly related with teaching strategies. Such primary education's issues require systematic investigation. Thus, research in academic achievement through classroom management strategies has much significance in this regards.

In addition, some evidences that helped the researcher to decide on the issue as a topic of a research were his personal experience. The researcher has been teaching more than 10 years in primary school and 5 years in college of teachers' education. As a result, during his teaching in primary school, he has had an opportunity to observe teachers while they are teaching in the classroom and the way they manage the classroom. And now, the researcher has gotten another opportunity to observe classroom management strategies used by teachers in the primary schools which do not match with instructional and behavioral classroom management strategies. The way they tried to manage their classroom questioned the researcher to think over it. Therefore, having all these evidences and personal experiences, the researcher decided to conduct a study on the topic, the association between classroom management strategies and students' academic achievement. Accordingly, the research has formulated the following research questions:

1. Is there a statistically significant relationship between classroom management strategies and students' academic achievement?
2. To what extent classroom management strategies predict students' academic achievement?
3. Which classroom management strategy strongly predicts students' academic achievement?

4. Is there a statistically significant mean difference among school teachers in using classroom management strategies?

Methods

Research Design

This study tries to investigate grade 8th students' examination result of the 2020/21 academic year along with their teachers' classroom management strategies in that academic year. Due to this reason, ex-post facto with quantitative research method was employed as this method explores relationships among variables and examine findings after the fact in which classroom management strategies (interventionist, internationalist and non-interventionist) were compared to students' academic achievement.

Sample and Sampling Techniques

The target population for this study was government primary school teachers in Debre Markos Town. Ten schools, of which 4(40%), were selected by using simple random sampling method. Thus, 56 teachers who were teaching in four schools, all of them were included as sample since these teachers respond that they taught subjects for grade 8th students in 2020/21 whose result were taken for this study. Grade 8th was selected because Regional Standardized Competency Examination has been given for this grade. Thus, all grade 8th teachers from the sample schools were selected by using simple random sampling method to fill the questionnaire that identify which classroom in the given year. In this study, 675 (100%) grade 8th students' of sample schools academic result were taken to compare classroom management strategies with students' academic achievement.

Instruments

Data were collected from questionnaire and documents. The researcher used Behavioral and Instructional Management Scale (BIMS) questionnaires for classroom management strategy to categorize teachers whether they are interventionist, noninterventionist or interactionalist based on the threshold schema of Brannon et al. (2010). Based on the threshold schema, behavioral management and instructional management strategies are each scored using the same thresholds is coded that, between 1.00 and 2.65 score are coded as noninterventionist; scores between 2.70 and 4.33 are coded as interactionalist; and scores above 4.33 are coded as interventionist.

According to the continuum of Wolfgang & Glickman, instructional and behavioral classroom management can be conceptualized as interventionist, noninterventionist, and interactionalist (Lanoue, 2009; Martin & Sass, 2010). These three strategies again categorized in to each of the behavioral and interactional management (behavioral interventionist, behavioral non-interventionist and behavioral interactionalist, and instructional interventionist, instructional non-interventionist and instructional interactionalist). Based on the questionnaire, teachers were categorized into these strategies depending on the threshold schema of Brannon et al. (2010). Behavioral management and instructional management are each scored using the same thresholds that scores between 1.00 and 2.65 are coded as noninterventionist; scores between 2.70 and 4.33 are coded as interactionalist; and scores above 4.33 are coded as interventionist

The questionnaires which included 24 closed ended items were adapted; of this 12 were composed of behavior management and the rest 12 were composed of instruction management that were exploring teachers' classroom management strategies (interventionist, noninterventionist and interactionalist) in selected primary schools. The items were formulated in six-point answer scale ranging from "strongly agree" to "strongly disagree" (strongly agree, agree, agree slightly, slightly disagree, disagree and disagree strongly). The secondary data collected from documents were all 675 (100%) grade 8th students' regional examination result taken by 2020/2021 to inspect its association with classroom management strategies.

Before collecting data for the actual research, the questionnaire was translated to Amharic for it is proficient than English for primary school teachers and attempted to address the validity of the adapted BIMS questions for language validity, checked by language teachers and experienced in the field. Finally, all accepted comments and feedbacks were included in the final version of the instrument. In order to check the reliability of the instrument, the researcher selected 23 teachers out of the sample (56) of grade 8t teachers from Debre Markos primary schools. SPSS version 25 was used to analyze the collected data. Thus, the Cronbach's alpha value of the present study for instructional management scale was .82 and the Cronbach's alpha value for behavior management scale was .89 in which it is accepted to collect the actual data that it exceeds the threshold level of .70 (Fidell & Tabachnick, 2007).

Data analysis

Frequency, percentage, Pearson product moment correlation, and multiple regressions were applied to analyze the collected data.

Ethical considerations

Ethical considerations were taken to protect the rights and confidentiality of the research participants, the researcher promoted a trustful relationship with all participants to gather precise and affluent information in line with the American psychological association (APA) version seven codes of ethics (APA, 2017a).

Results and Discussion

The main purpose of this research was to assess the association between classroom management strategies and students' academic achievement of grade 8th students at Debre Markos Town.

Table 1: Correlation Matrix among the Six Predictor Variables

	X1	X2	X3	X4	X5	X6
X1	1					
X2	-.042	1				
X3	-.033	-.024	1			
X4	-.042	.001	-.021	1		
X5	-.058	.090	-.034	-.037	1	1
X6	-.081	.027	-.046	.143	-.061	
Tolerance	.979	.877	.865	.977	.978	.985
VIF	1.022	1.141	1.157	1.024	1.022	1.016

Ŷ = Academic achievement

X1 = Behavioral interventionist

X2 = Behavioral interactionalist

X3 = Behavioral non interventionist

X4 = Instructional noninterventionist

X5 = Instructional interactionalist

X6 = Instructional interventionist

Table-1 above revealed the correlation matrix of the six variables and the result showed that academic achievement has positive relationship with behavioral interactionalist, behavioral interventionist, instructional interactionalist and instructional interventionist classroom management strategies, and has no relationship with behavioral non-interventionist and

instructional non-interventionist approaches. Moreover, from Table-1 above, it is possible to check the assumption of multicollinearity among the variables before undertaking multiple regressions. As rule of thumb, when correlation coefficient (R) with other predictor variable is less than zero point eight (R<0.8), a variance inflation factor (VIF) of a given predictor variable is less than five (VIF<5), the level of tolerance (T) is greater than zero point two (T>0.2), then predictor variable has no multicollinearity problem (Green & Salkind, 2014). Thus, the first variable, behavioral interventionist classroom management strategy has maximum and negative correlation with another predictor variable, instructional interventionist classroom management strategy (R= -.081, df =53 and α =0.5). But it is not significant, since it is less than 0.8. Similarly, the tolerance level (T) and the variance inflation factor (VIF) are 0.979 and 1.022 respectively. All the three multicollinearity diagnostic techniques show that the first variable, behavioral interventionist (X1) is safe to be considered as a predictor variable for students` academic achievement.

Table 2: Correlations between Classroom Management Strategies and Academic Achievement

	AACH	BIA	BIV	IIV	IIA	BNIV	INIV
Pearson Correlation	1	.271*	.311*	.357**	.295*	-.100	.032
AACH Sig. (2-tailed)		.047	.022	.008	.030	.472	.816
N	668	54	54	54	54	54	54

Key:

AACH= Academic Achievement

BIA= Behavioral Interactionalist

BIV= Behavioral Interventionist

IIV= Instructional Interventionist

IIA=Instructional Interactionalist

BNIV=Behavioral Non-Interventionist

INIV=Instructional Non-Interventionist

The correlation Table-2 showed that there is a weak positive correlation between academic achievement and instructional interventionist classroom management at ($r=.36$, $n=54$, $p<0.05$). The findings of the study of relationship between classroom management and academic achievement was similar with the findings of Raptakis (2005) that many studies have demonstrated the classroom management is an influential attribute in teacher effectiveness and

effective teaching is the means for academic achievement. He added that many characteristics such as well organized, active, strongly academically oriented, managing efficiently that defines an effective classroom management is the means for students' academic achievement.

One of the objectives of this study was to explore the extent of prediction of teachers' classroom management approaches on students' academic achievement. The motivation underlying this purpose was to gain insight into grade 8th classroom learning environments and Regional Exam result that had done by 2020/21. Thus, the result is presented in Table-3 below.

Table 3: Multiple Linear Regression Analysis of the Six Predictor Variables on students' Academic Achievement

Model	Unstandardized		Standardized			
	B	Coefficients	Std. Error	Beta	t	Sig.
(Constant)	32.578		1.359		23.975	.000
Behavioral interactionalistX2	.052		.000	.280	2.351	.023
Behavioral interventionistX1	.044		.002	.285	2.531	.015
Instructional interventionistX6	.096		.002	.447	3.981	.000
Instructional interactionistX5	.051		.000	.248	2.198	.033
Behavioral non interventionistX3	.259		.294	.105	.879	.384
Instructional non interventionistX4	-.061		.054	-.127	-1.127	.266

Note: t-values ≥ 23.975, significant at p<.05, df=53, $\hat{Y} = 32.578 + .044X1 + .052X2 + .259X3 + -.061X4 + .051X5 + .096X6$

Regarding extent of prediction for classroom management strategies, the findings of regression coefficient on Table-3 revealed that significant predictors were to be found in the t-values of being behavioral interactionalist (X2), behavioral interventionist (X1), instructional interactionalist (X5), and instructional interventionist (X6) classroom management strategies at (0.02, 0.01, 0.03 and 0.00 <0.05) respectively. This is to mean that with 95% confidence level, the above four predictor variables have potential power to predict students' academic achievement at (df =53, p<0.05). As it is suggested by many researchers, classroom management is one of the leading factors influencing academic achievement since it is significant in facilitating the learning process. Marzano (2003) stated that classroom management is a key to high student achievement. In his research, he found out that teachers' actions in their classrooms have twice the impact on student achievement as do school policies

regarding curriculum, assessment, staff collegiality, and community involvement. This finding is aligned with the current research.

Table 4: Model Summary of Multiple Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.645 ^a	.416	.342	2.44651

The multiple linear regression model summaries of Table-4 indicated that the unadjusted multiple R square for this data is 0.416 and the adjusted multiple R Square is 0.342. Here one can see the Table shows that all the six predictor variables together accounted about 0.34 (34%) of the variance on the value of the dependent variable (students' academic achievement). The same Table-4 final column gives us the standard error of the estimate. This is a measure of how much R is predicted to vary from one sample to the next. In this research, the standard error of the estimate is about 2.446, the multiple correlation R between all the predictor variables (X1,X2,X3, X4,X5 and X6) and students' academic achievement will vary by 2.446 if we move from the given participant (n=54) to the next participant. Many studies have demonstrated that classroom management is an influential attribute in teacher effectiveness and effective teaching is the means for academic achievement. In this regard Raptakis (2005) asserted that many characteristics such as well organized, active, strongly academically oriented, managing efficiently that defines an effective classroom management is the means for students' achievement.

Table 5: Students Academic Achievement by School Level

School Name	No of students			Students pass to the next level(grade 9 th)			Students fail to pass the next level			% M	% F	% T
	M	F	T	M	F	T	%	M	F	T		
Yenea	42	63	105	42	63	105	100%	-	-	-	0%	
Teklehimanot	144	170	314	144	168	312	99.4%	-	2	2	0.6%	
Delbetegel	48	75	123	48	75	123	100%	-	-	-	0%	
Debza	56	77	133	56	77	133	100%	-	-	-	0%	
Total	290	385	675	290	383	673	99.7%	-	2	2	0.3%	

Key: M= Male, F= Female and T= Total

When this result compared with 80% achievement target (ESDP VI, 2020/21-2024/25), the result was high above the expected. Regarding this Korpershoek (2016) states that effective interventionist classroom management strategies support quality teaching and learning which depends on the principle of a positive classroom environment that significantly predicts students' academic achievement.

Table 6: Summary of One way ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.894	3	.298	1.388	.257
Within Groups	10.735	50	.215		
Total	11.629	53			

In order to find out whether school teachers display statistically significant mean difference in implementing classroom management strategies, the output of one way ANOVA Table-6) depicted that there were no significance differences found ($p>0.26$, for alpha less than 0.05) among four schools teachers in using classroom management strategies for students' academic achievement. The finding of the study revealed that there was no difference among school teachers supported the finding of many literatures that classroom management is commonly considered by school teachers that includes teacher efforts to direct individual student conduct, student interactions and learning (Brophy & Good, 2000; Burden, 2000; Evertson & Harris, 1999; Evertson & Weinstein, 2006; Iverson, 2003). Therefore, teachers' behavior management and instructional styles are a direct outgrowth of these guidance efforts. In fact, they purportedly manifest in the teacher's inclinations and efforts to accomplish appropriate learning objectives, while at the same time managing student behaviors. As school teachers form opinions about how classrooms should be managed and the way teachers manage instruction and behavior creates an overall understanding of classroom management approach (Martin & Sass, 2010).

Table 7: Education level by Instructional Management Style

Group	Statistic	Certificate	Diploma	BA Degree	Total
Non Interventionist	Count	0	0	0	0
	%	0%	0%	0%	0%
Interactionalist	Count	0	6	2	8
	%	0%	11.1%	3.7%	14.8%
Interventionist	Count	0	30	16	46
	%	0%	55.6	29.6%	85.2%

Total	Count	0	36	18	54
	%	0%	66.7%	33.3%	100%

The Table-7 above indicated the education level of the strongly predictive of instructional interventionist management strategy that dominantly implemented by grade 8th teachers and scored 99.7% students achievement shown in Table-7 was 46 (85.2%) out of 54 (100%) sample teachers. This means teachers who differently practiced Instructional Interventionist classroom management strategy that helped students brought excellent achievement had better education level. In relation to the effort of improving students' achievement, some educational research has focused on the development of highly qualified teachers (Greenwald, Hedge, & Lain, 1994; Greenwald, Hedges, & Lain, 1996). Researchers and policy makers have regarded improving teacher quality as a successful way to improve student achievement (Darling-Hammond, 2002; Greenberg, Rhodes, Stancavage & Ye, 2004). Regarding some results of existing meta-analytic reviews, there has been positive relationship between student achievement and education level (Wenglinsky, 2002).

Conclusions

Based on the results of the study the following conclusions were forwarded.

Teachers' classroom management strategies and academic achievement implemented in grade 8th by 2020/21 was positive and significant. Despite behavioral non- interventionist and instructional non-interventionist that indicate the role of the teacher is to act as facilitator is neglected.

Classroom management strategy that was found meaningfully predicts students' academic achievement. The strategies like behavioral interactionalist, behavioral interventionist, instructional interactionalist and instructional interventionist classroom management approaches were influential to predict students' academic achievement that helped 99.7% students to pass to the next level (grade 9th) which is far above the target for ESDP VI (80%) achievement, whereas; behavioral non-interventionist and instructional non- interventionist had no contribution at .38 and .27 ($p < .05$) for grade 8th students' academic achievement of Regional Examination by 2020/21.

Instructional interventionist classroom management strategy used by grade 8th teachers was the most powerful positive predictor ($\beta = 0.447$), ($p=0.00$) that strongly predict students' academic achievement.

The study will contribute to continue using instructional interventionist approach, focus on enhanced education level, encourage teachers and fulfilling the necessary materials, provide training for teachers and finally, it will help as initial for farther study.

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