Classrooms management strategies and pupils' performance in Nigeria’s primary schools

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Résumé:

La littérature souligne qu’un enseignement et un apprentissage efficaces ne peuvent avoir lieu dans des salles de classe mal gérées. Les différences de rendement entre les élèves qui apprennent dans une classe avec un enseignant très efficace par opposition à un enseignant très inefficace sont surprenantes. L’objectif de cet article est d’analyser l’incidence des stratégies de gestion des salles de classe sur la performance des élèves dans les écoles primaires du Nigéria. À cette fin, les données de l’enquête sur les indicateurs de prestation de services, collectées dans le système d’enseignement primaire, ont été analysées au moyen de méthodes statistiques. Les résultats de l’étude révèlent que l’interaction de l’enseignant avec tous les élèves de la classe, le fait qu’il attende de terminer la tâche, écoute la lecture ou la récitation de l’élève, supervise la rédaction de l’élève ou maintient la discipline en classe ont une influence déterminante sur les résultats scolaires des élèves en mathématiques. Sur la base des résultats, il est recommandé aux enseignants de toujours maintenir la discipline dans leur classe. Les enseignants doivent s’efforcer d’adopter des comportements novateurs pour motiver l’apprentissage, en particulier assigner des devoirs à la maison, faire attention à l’écriture, la lecture et la récitation à tous les élèves de la classe.

Mots-clés: Gestion de la classe, stratégies, écoles primaires, performance.

Abstract:

The literature highlights that effective teaching and learning cannot take place in poorly managed classrooms. The differences in achievement between students who learn in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. The objective of this article is to analyze the incidence of classrooms management strategies on the pupil performance in Nigeria’s primary schools. To achieve this, data from the Service Delivery Indicator survey, collected in primary education system, were analyzed through the statistical methods. The findings of the study reveal that the teacher’s interaction with all pupils in classroom, the facts that teacher waits pupils to complete task, listens the pupil’s reading or reciting, supervises pupil’s writing or maintains discipline in class significantly influence pupils’ academic achievement in mathematics. Based on the findings, it is recommended that teachers should always maintain discipline in their classroom; Teachers should endeavor to adopt innovative behaviors to motivate learning, especially the assignment the homework, the pay attention in writing, reading and reciting to all pupils in class.

Keywords: Classroom management, strategies, Primary Schools, Performance.
1. Introduction

The classrooms’ management is one of the major ingredients of effective teaching (Marzano and al., 2003). Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (Dooloard, 2004; Brophy, 2006). From this definition, authors such as Omenka and Otor (2015) argue that the success of any educational system is a function of classrooms management effectiveness. Classroom teachers are known as classroom managers because of their roles in managing learning activities and instructional procedures (Osakwe, 2014; Korpershoek and al., 2014). Effective teaching and learning cannot take place in poorly managed classrooms (Jones and Jones, 2012). The student’s performance depends on the responsibility of teachers in the use of classroom management strategies. Emmer and Stough (2001) denote that the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. The classroom management both involves the student-student relationship in the class and teacher-student relationship. It conduces to the improvement of students’ academic outcome (Omomia and Omomia, 2014).

The fundamental reason why classroom management is necessary is to enable students have conducive learning environment that is capable of giving rise to rewarding students’ performance. According to Akpakwu (2003) and Omenka and Otor (2015), when educator talks about classroom management, one of the first things that come to mind is maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials and communication, Ada (2004) sees classroom discipline as a function of the interaction between teacher and students that bring about self-control and respect for authority. Classroom motivation is the process of influencing or stimulating a student to take action that will accomplish desired goals (Fadipe, 2000). About actions teachers take to create a supportive environment for the change student behavior, Kelshaw-levering and al. (2000) distinguish three types of strategies or interventions: independent, interdependent, and dependent group contingencies. In the same way, Evertson and Weinstein (2006) describe five types of classroom management strategies. Indeed, teachers must (1) develop supportive relationships with and among students, (2) organize and implement instruction in ways that optimize students’ access to learning. In addition, they should (3) encourage students’ engagement in academic tasks, which can be done by using group management methods. Teachers must (4) promote the development of students’ social skills and self-regulation. In fine, they should be able to (5) use appropriate interventions to assist students with behavior problems. On their primary focus, Korpershoek and al. (2014) describe four classroom interventions: (i) teachers’ behavior-focused interventions; (ii) teacher-student relationship-focused interventions; (iii) students’ behavior-focused interventions; (iv) and students’ social-emotional development-focused interventions.

According to empirical literature, it is obvious that differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling (Marzano and al., 2003; Korpershoek and al., 2014). Through a meta-analysis on 101 studies into effective classroom management of primary and secondary school, published between 1967 and 1997, these authors reveal that the average number of classroom interruptions was evidently lower in classes where classroom management strategies were used effectively than in classrooms where these strategies were not used effectively. Furthermore, they show that observations of students’ engagement and measures of students’ achievement levels were clearly higher in classes in which effective classroom management strategies were used. The analysis by Oliver and al. (2011) which focuses on a set of studies published between 1950 and 2009 on classroom management in the primary and secondary schools reveals that teachers’ classroom management practices had a significant, positive effect on decreasing problem behavior in the classroom. Durlak and al. (2011) concentrate their analysis on the effectiveness of social and emotional learning programs on
various student outcomes. Focusing on studies that appeared before 2007, they report like the previous authors’ analysis the positive effects of the classroom management interventions.

In a school system where good classroom management is lacking, there is likely to be chaos which affects the teaching-learning process, and the standard of students’ performance, hence a good teacher should be acquainted with such problems, be able to prevent and find solutions to such problems in order to promote quality secondary education.

- **Statement of the Problem**

There are numerous issues and problems involved in the management of primary education system in Nigeria (Taho and al., 2013). The problem of financing has been and remains a major factor of ineffective school especially at the primary level. At the core of Nigeria’s primary education is the fact that public funding is at lower ebb of 11% in 2007 compared to UNESCO standard of 26%. This low funding is compounded by problems associated with lack of access to service providers, misappropriation, fund leakages and diversions. Consequently, the provision of education materials for effective teaching and learning remains a major challenge of Nigeria’s public primary schools. The World Bank (2006) has estimated that an additional 251,000 classrooms need to be constructed at a cost of $3 billion. In 2006, it was estimated that 4,222 new primary classrooms were constructed (FME 1, 2006). This suggests that at the current rates of construction, it will take up to 40 years to make up the deficit. In short, the Nigeria’s public primary education system is increasingly ineffective and inefficient. Poorly trained teachers, poor teaching, poor technology and under-funding characterize it.

The empirical studies highlight the factors responsible of pupils’ poor performance in Nigeria context. Indeed, the first problem militating against the effective teaching and learning is the acute shortage of professionally qualified teachers. Others problems noted as common fault in the teaching in primary schools are the lack of textbooks and other printed materials, the lack of preparation, the lack of interest by teachers and the method of teaching (Essien, 1978; Ada, 2004). The size of the classroom does not allow for effective learning. The introduction of the Universal Primary Education (UPE) caused a gigantic increase in pupils’ population in primary schools. However, there is no doubt that less time is available for individual attention to the pupils. In addition, Ogunniyi and al. (2009) said that funds are not also made readily available to purchase basic materials needed for improvising, many teachers do not feel motivate to teach. Teachers’ salaries are not paid always on time. Therefore, a hungry teacher will not be motivated to teach. Teacher’s poor motivation appears as another factor responsible for pupil’s poor performance in primary schools. The personality and disposition of teachers for a long way in affecting the social and moral behavior of the pupils are also important in this context. Although, to the best of our knowledge, no studies have been conducted to explicitly show the incidence of classrooms management strategies on pupils’ performance in Nigeria primary schools.

- **Research questions**

At the glance to the statement of problem, the main interrogation of this study is formulated as follow: What are classroom management strategies that significantly contribute to pupil’s performance in Nigeria primary schools? In others terms, do teacher in class-teaching activities influence the pupil’s performance?

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1 Federal Ministry of Education.
Hypothesis

From these research questions, the underlying assumption stated in the alternative form were generated and tested at the critical level. The null and alternative hypothesis may be written in this study as:

H0: The classroom management strategies do not affect scores performance of pupils in mathematics.

H1: The classroom management strategies affect pupil scores performance of pupils in mathematics.

Among the classroom management strategies, ten teacher’s activities in class are considered in the implementation of this study: teacher’s interaction with all children, teacher’s interaction with a small group of children, teacher’s interaction with children one on one, teacher’s reading to the pupils (pupils only listen), teacher’s listening to pupil reading or reciting, teacher’s waiting for pupils to complete task, teacher supervision of pupils writing, teacher doing paperwork, teacher writing on the blackboard and teacher maintaining discipline in class. In concerning the decision rule, the null hypothesis is rejected if the observed value of test is more than the critical value or if the likelihood value is less than the threshold value (0.01, 0.05 or 0.1).

Purpose of the Study

The objective of this paper is to identify classroom management strategies that affect significantly the pupil’s score in mathematics in Nigeria primary schools.

Research relevance

About the policy relevant, it is obvious that this study is more interesting because of its possible benefits to the teachers, the educational administrators, the pupils and all stakeholders in the primary educational sector. Specially, the results will act as the guide to primary classroom teacher on the methodology to follow when teaching. It will help them develop ways to effectively manage their classrooms and to identify interventions that have the potential to prevent classroom management difficulties. The results will also useful to pupils. There will an improvement in the pupils thinking ability and their creation skills. It will equally to along way in reforming the pupil and making them to conform to the norms and values of the society.

The paper is organized as follow. The second section after introduction presents a review of theoretical scope on the classroom management interventions. The third section highlight the methodology i.e. a description of the research methodology including econometric, data sources and data analysis tools. The fourth section exposes the research findings and tries to compare them to previous studies. The conclusive remark includes the policy implications.

2. Theoretical approaches of classroom management practices

The literature highlights three theoretical approaches to the management problems namely, the non-interventionist, the interventionist and the interactionist (Levin and Nolan, 1991; Regina, 2014). In addition, the interpersonal relations of people in any organization and the aspects of integrating, motivating and activating them to accomplish individual and organizational goals is the chief concern of human relations. The human relation theory applied in academic context seems determinant in this study.

At first, the non-interventionist approach, based on humanistic and psychoanalytic theories of development, suggests that the child develop from an inner unfolding of potential. The teacher’s role is to facilitate this process by promoting strong, trusting relationship with children and helping them develop their problem solving abilities.
Afterward, the interactionist approach, based on behaviorist approach, suggests that children develop as a result of external environmental conditions such as reinforcement and punishment. The teacher’s role in the classroom is to enforce rules and procedures, communicate these clearly to students and implement appropriate rewards and punishment for compliance or non-compliance respectively. The major goal of the interventionist approach is to maintain an orderly and productive classroom that promotes the quality primary education. The teacher-student interactions (moment-to-moment time scale) are the primary engine of development for teacher-student relationship (Wubbels, 2014). Clearly, positive teacher-student relationships also contribute to student learning (Wubbels and al., 2006). Interactions are courteous and kind, and they focus on learning the material and building academic skills; people say what they really mean and listen openly to others’ perspectives; students provide constructive criticism and are receptive to feedback; the classroom is welcoming but focused on academics, and filled with laughter, challenging tasks, hard work, and mutual satisfaction and respect. Educators, parents and students together understand that problematic relationships can be detrimental to the attainment to student outcomes and development. Rejecting interactions communicate to students that they are not welcome or valued in class. Teachers sometimes overlook students, failing to remember their names or learn about their backgrounds. Teachers can express disinterest by not having time for students, cutting them short, disregarding their input, or not listening to their perspective.

Finally, the interactionist approach, based on social, gestalt and developmental psychological theories view child’s development as the interaction of inner and outer forces. The teacher’s role is to understand student’s behavior and to help students understand their own behavior and its consequences. The major emphasis of this approach is how the established rules and regulations can be obeyed by the students concerned.

Human relations theory, also known as behavioral management theory, focuses more on the individuals in a workplace than the rules, procedures and processes. This theory provides communication between employees and managers, allowing them to interact with one another to help make decisions. The basis for student–teacher relationships is interpersonal liking and trust. Students feel they belong in school when teachers express involvement and warmth (Martin and Dowson, 2009; Wentzel, 1997) by treating students with care and affection and showing students they enjoy having them in class. When teachers are dependable sources of emotional and instrumental support in difficult times, students feel connected to their teachers and safe at school.

3. Data and research methodology

3.1. Data sources and stylized facts on the classroom management

This title specifies the data to be used and quantitative methodology approach envisaged in the empirical analysis. The Service Delivery Indicator data survey collected in 2013 in Nigeria primary education sector are used to test our hypothesis. This database offers a new angle of analysis because facility data were inexistent until recently. It covers representative sample of primary schools in Nigeria mainland, both statistically significant for rural/urban or public and private sectors; and provides information on six modules concerning school information, teacher roster, school finances, classroom observation, pupil assessment and teacher assessment respectively.

About stylized facts, the dataset highlights that 72.2% of public primary schools are located in urban zone when about 52.2% of private are located in rural area. Most of teachers use the textbook in classroom when they teach in about 68.1% of case. In concern some practice of teaching, 80.4% of primary school’s introduce lessons, 62% summarize lessons when 40.5% only assign homework. The teaching facilitation is available. More precisely, 95.7% of primary
schools have the blackboard with chalks for write. Obviously, in about 66.7% of primary schools, teachers give feedback or praise, moral strengthening, and/or encouragement. They give feedback that was correcting a mistake in the majority of schools (73.0%). In the narrow majority (42.6%), teachers give feedback that was scolding at a mistake of pupils. In relation to teacher’s activities in the classroom, some facts are manifest. The teacher interacts with all children in about 74.3% of cases and interacts with children one on one in about 43.0%. In 64.0% of schools, teachers read to the pupils (pupils only listen) and in 50.9%, teachers listen to pupil reading or reciting. They wait for pupils to complete task in the majority of schools (51.5%) and supervise of pupils writing on the board in narrow proportion (only 29.2%). In fine, teachers do paperwork, write on the blackboard and maintain discipline in class in about 39.5%, 82.0% and 37.6% of primary schools respectively.

3.2. Data analysis tools: Analysis of variance and Tobit model

The analysis of variance (therefore ANOVA) is based on comparing the variability between the data samples to variation within each particular sample. If the between variation is much larger than the within variation, the means of different samples will not be equal. If the between and within variations are approximately the same size, then there will be no significant difference between sample means. ANOVA allows one to determine whether the differences between the samples are simply due to random error (sampling errors) or whether there are systematic treatment effects that cause the mean in one group to differ from the mean in another. Thus, it is a hypothesis-testing technique. The null hypothesis for an ANOVA always assumes that means are equal. The table 1 provides the results of ANOVA test between variables.

The quantitative methodology approach focuses on statistical method adopted in order to test hypothesis formulated about the classroom management/pupils’ performance relationship. The censored Tobit model used to analyze the explicative factors of school achievement is specified as follows. If $Y_i$ represents the mathematical score of any school $i$, the model can be written:

\[
\begin{align*}
Y_i &= \beta X_i + v_i \\
\text{with} \quad \begin{cases} 
Y_i = Y_i^* & \text{if } 0 \leq Y_i^* \leq 1 \\
Y_i = 0 & \text{if no}
\end{cases}
\end{align*}
\]

(1)

In this equation, $Y_i^*$ is assumed depending on a number of explicative variables $X_i$. The variable effects are compiled in $\beta$ vector. $Y_i^*$ is the combination of predicted value by the deterministic component model $\beta X_i$ and a residue $v_i$ whose value changes randomly for each school. However, it is assumed that the variable $Y_i^*$ is not observable directly but rather the observed variable $Y_i$ continuous and limited between zero and one. Assuming the errors are normally distributed, the Tobit estimator permits to maximize the log likelihood below:

\[
\text{Log}L = \sum_{i=1}^{n} \text{Log} \left[ 1 - \Phi X_i \beta / \delta \right] + \sum_{i=1}^{n} \text{Log} \left( \frac{1}{\sqrt{2\pi\delta}} \right) - \frac{\sum_{i=1}^{n} (Y_i - X_i \beta)^2}{2\delta^2}
\]

(2)

Where $n$ is the number of observation and $\delta$, the standard deviation. The application of this model requires an appropriate choice of explicative variables presumed to be determinants of school performance. The following table provides the main determinants of school performance.
4. Results and discussion

4.1. Preliminary analysis

According to Grayson (2001), pupils’ schooling achievement is simply what you get out of an activity for what you put in. Mathematics pupils’ schooling achievement also takes into cognizance both quality and quantity of the results achieved. For schoolchildren to be performing educationally well, implies that it is not just the number of graduates of the system that matters, but how relevant and competent the graduates are in meeting the societal aspiration (Fadipe, 2000). Table 1 below provides the results of the ANOVA test. The dependant variable is the score in mathematics. This table lists the F statistics which is calculated by dividing the between groups mean square by the within groups mean square. When the significance level is less than the threshold value, the null hypothesis can be rejected. In conclusion, the alloys are not all the same.

Table 1: Output for tests of between-subjects effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Partial SS</th>
<th>Df</th>
<th>MS</th>
<th>F</th>
<th>Prob &gt; F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>424.9614</td>
<td>13</td>
<td>32.6893</td>
<td>1.83</td>
<td>0.035</td>
</tr>
<tr>
<td>Interaction with all children</td>
<td>114.5917</td>
<td>2</td>
<td>57.2958</td>
<td>3.18</td>
<td>0.042*</td>
</tr>
<tr>
<td>Interaction with a small group children</td>
<td>48.84716</td>
<td>1</td>
<td>48.8471</td>
<td>2.70</td>
<td>0.100</td>
</tr>
<tr>
<td>Interaction with Children One on One</td>
<td>21.13706</td>
<td>1</td>
<td>21.1370</td>
<td>1.17</td>
<td>0.280</td>
</tr>
<tr>
<td>Teachers read to The Pupils</td>
<td>73.58798</td>
<td>1</td>
<td>73.5879</td>
<td>4.08</td>
<td>0.043*</td>
</tr>
<tr>
<td>Listening to Pupil Reading or Reciting</td>
<td>72.58770</td>
<td>2</td>
<td>36.2938</td>
<td>2.01</td>
<td>0.134</td>
</tr>
<tr>
<td>Teachers wait pupils to complete task</td>
<td>67.74473</td>
<td>1</td>
<td>67.7447</td>
<td>3.75</td>
<td>0.053*</td>
</tr>
<tr>
<td>Teachers supervision of pupils writing</td>
<td>81.54839</td>
<td>1</td>
<td>81.5483</td>
<td>4.52</td>
<td>0.033*</td>
</tr>
<tr>
<td>Teachers do paperwork</td>
<td>2.222304</td>
<td>1</td>
<td>2.2223</td>
<td>0.12</td>
<td>0.726</td>
</tr>
<tr>
<td>Teachers write on the blackboard</td>
<td>142.2228</td>
<td>2</td>
<td>71.1114</td>
<td>3.96</td>
<td>0.019*</td>
</tr>
<tr>
<td>Teachers maintain discipline in class</td>
<td>1.301448</td>
<td>1</td>
<td>1.3014</td>
<td>0.07</td>
<td>0.788</td>
</tr>
<tr>
<td>Residual</td>
<td>13035.19</td>
<td>730</td>
<td>17.8564</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13460.15</td>
<td>743</td>
<td>18.1159</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: author.

From the statistics table above, the significance values of some variables, specially the fact that teacher interacts with all children (0.042), reads to pupils (0.043), waits pupils completing task (0.053), supervises pupil’s writing (0.033) and writes on the blackboard (0.019) are less than the threshold values (0.01, 0.05 or 0.1), leading to the conclusion that these strategies affect pupil test scores in mathematics. Others strategies such as the fact that teacher interacts with a small group of schoolchildren or with schoolchildren one on one, listens to pupils reading or reciting, do paperwork and maintains discipline in class do not affect scores in mathematics.

4.2. Driving factors of pupils’ performance in mathematics

The observed findings can be analyzed through the determinants of pupils’ performance scores in mathematics. The location affects negatively the pupil’s performance but of non-significant manner. Primary school located in urban area performs less than school, which takes place in rural zone. According to Burnett (1995), the most crucial of all problems is overcrowded classroom, which constitutes a serious problem in many school systems particularly in urban areas where space for new construction of classroom is at a premium and funding for such construction is limited. As a result, students find themselves trying to learn in overcrowded classrooms, where 60-80 students occupy
a classroom as seen in some Delta State Secondary Schools.

About the school ownership, the public school is less effective than the private. The negative and statistically significant coefficient of -0.3640 on the dummy variable controlling for whether school is public or not indicates the fact that school is public ownership decrease the schoolchildren performance of about 36.4 per cent comparing of private ownership. Furthermore, when a primary school disposes a management team which coordinates school’s activities, the performance of pupils improves of about 10.32 per cent. In concerning the head teacher gender effect on schoolchildren school performance, having a female head teacher as opposed to a male decreases significantly scores of about 20.9 per cent. This output seems to be in accordance with the previous study such as Njifen (2018) concerning the driving factors of technical efficiency of primary school in Tanzania. Nevertheless, the governance theory argues that women contribute to a company’s success and the diversity in management teams is a competitive advantage. Kanter (1977) suggests in this sense that the women appointment of top management positions has symbolic value that may influence the organizational performance.

Many teachers embark on their career without having mastered an effective approach to managing students in the classroom. At the glance to statistical table, the findings reveal that primary school performance depends significantly of professional education level. The high level of professional training involves the best practices and increases the school performance. When the level of teacher’s diploma increases of an unit the schoolchildren performance improves of about 6.4 per cent. This finding is consistent with the views of Sotonwa (2003) and Olaleye (2011) which identified in the same context the qualities related to teaching skills such as content knowledge, clarity of expression, attitude and teaching skills. Mushra and al. (2007) also asserted that teachers’ verbal or intellectual aptitude always correlates with better students’ academic performance.

Table 2 : Driving factors of pupils’ performance

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>T-student</th>
<th>Likelihood</th>
<th>Variables</th>
<th>Coefficient</th>
<th>T-student</th>
<th>Likelihood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>-0.0707</td>
<td>-1.29</td>
<td>0.197</td>
<td>Interaction with all children</td>
<td>0.084***</td>
<td>1.70</td>
<td>0.090</td>
</tr>
<tr>
<td>School ownership</td>
<td>-0.3640*</td>
<td>-6.74</td>
<td>0.000</td>
<td>Interaction with a small group children</td>
<td>-0.0154</td>
<td>-0.25</td>
<td>0.806</td>
</tr>
<tr>
<td>School Management Team</td>
<td>0.1032***</td>
<td>1.66</td>
<td>0.097</td>
<td>Interaction with children one on one</td>
<td>0.0161</td>
<td>0.27</td>
<td>0.783</td>
</tr>
<tr>
<td>Head teacher gender</td>
<td>-0.2090*</td>
<td>-3.83</td>
<td>0.000</td>
<td>Teachers read to the pupils</td>
<td>0.0729</td>
<td>1.21</td>
<td>0.226</td>
</tr>
<tr>
<td>Professional education level</td>
<td>0.0641**</td>
<td>1.96</td>
<td>0.050</td>
<td>Listening to pupil reading or reciting</td>
<td>0.078***</td>
<td>1.73</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher used textbook</td>
<td>0.0138</td>
<td>0.23</td>
<td>0.817</td>
<td>Teachers wait pupils to complete task</td>
<td>0.108***</td>
<td>1.87</td>
<td>0.062</td>
</tr>
<tr>
<td>Pupil used textbook</td>
<td>0.2920*</td>
<td>4.33</td>
<td>0.000</td>
<td>Teachers supervision of pupils writing</td>
<td>0.0636**</td>
<td>2.03</td>
<td>0.023</td>
</tr>
<tr>
<td>Introduce the lesson</td>
<td>0.1116</td>
<td>1.60</td>
<td>0.110</td>
<td>Teachers do paperwork</td>
<td>-0.0292</td>
<td>-0.51</td>
<td>0.608</td>
</tr>
<tr>
<td>Summarize the lesson</td>
<td>0.0523</td>
<td>0.91</td>
<td>0.365</td>
<td>Teachers write on the blackboard</td>
<td>0.0447</td>
<td>0.79</td>
<td>0.429</td>
</tr>
<tr>
<td>Assign the homework</td>
<td>0.1686*</td>
<td>2.77</td>
<td>0.006</td>
<td>Teachers maintain discipline in class</td>
<td>0.126**</td>
<td>2.13</td>
<td>0.033</td>
</tr>
<tr>
<td>Correct the homework</td>
<td>0.0670</td>
<td>1.01</td>
<td>0.312</td>
<td>Sigma</td>
<td>0.663</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting child</td>
<td>0.0653</td>
<td>1.15</td>
<td>0.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observation summary: 44 left-censored observations, 681 uncensored observations, 0 right-censored observations

Number of observation = 725
LR chi2(12) = 162.94
Prob > chi2 = 0.0000
Log likelihood = -751.31007
Pseudo R2 = 0.4907

Sources: author.

Some activities make students to participate actively in the lesson, and increases their attention span and motivation.
The fact that pupils use individual textbook to learn in classroom improves their performance score of about 29.2 per cent. In addition, the teacher’s practice which consists to assign pre-session or homework to schoolchildren increases their performance score of 16.86 per cent. Research evidence on Nigerian teachers have shown that active or participatory methods of teaching results in more effective learning as students become attentive in class (Anih, 1997; Anikweze, 2004).

The interaction of teacher with all children appears as one of the major strategies that perform the classroom management. The teacher who interacts with all children just as he is teaching improves the pupils schooling achievement in mathematics of about 8.4%. This practice is a driving factor of pupils’ motivation in classroom. According to Mallum and Haggai (2000), the work with motivation of the teacher is made easier, that motivated students are eager to learn, willing to undertake learning activities and attend lesson regularly and punctually. In addition, teachers’ interactions specifically with a small group or children one on one in classroom are appropriate behaviors. They involve positively but non-significantly the school performance.

The teacher’s attitude towards schoolchildren activities is very determinant. When teacher listens pupils reading or reciting, he improves their capability to learn more. This practice increases the performance score in primary school of about 7.8 per cent. Likewise, the fact that teacher waits pupils to complete task or supervises pupils writing increases respectively of 10.8 per cent and 6.3% the scores of schoolchildren in mathematics. The discipline is a paramount importance in classroom management. The maintain of discipline in class by teacher improves significantly the pupil schooling performance of about 12.6 per cent. This output is not surprising at the glance to literature. Most teachers in Oju Local Government Area of Benue State believed that classroom discipline significantly influence students’ academic achievement. In line with some authors, classroom discipline is a function of direction between teachers and students that bring about self-control and respect for authority (Ada, 2004; Omenka and Otor, 2015). It shares respect for each other but also are given appropriate responsibilities (Chukwelu, 1988).

Overall, the success of any educational system is a function of the teachers’ behavior of classroom (Njifen, 2018). On the empirical view, the fact that teacher in classroom and teaching improves significantly the school efficiency scores in Tanzania primary school. This comportment involves a decrease of technical inefficiency of about 6.3 per cent. However, when teacher is in class but not teaching and when teacher does not in class but learning activity ongoing, the school does not perform effectively. The inefficiency score increases about 0.7 and 1.3 per cent respectively.

5. Conclusion and recommendations

From the results of this study, the effective classroom management strategies for promote the pupils performance included among others regular maintain discipline in class by teachers, regular listen of pupils reading or reciting by teachers, regular interaction of teacher with all children, regular teacher’s attitudes towards schoolchildren activities, especially when he waits pupils to complete task and supervises pupils writing. Moreover, some activities such as use of individual textbook by pupil to learn in classroom or doing homework and pre-session assignment make students to participate actively in the lesson. The conclusion drawn is that classroom management strategies is a significant predictor of pupils’ performance. When the classroom physical learning environment is conducive, students will develop a positive attitude towards schooling and always be attentive in class during instruction. Therefore primary school administrators, policy makers or educational planners should keep awake on scrupulous respect of these practices by teachers in classroom and insure always that teachers have the resources they need to implement these strategies. In order to help school administrators and teachers to understand and properly implement these practices, a
series of in-service training should be designed and implemented. The primary school administrators should regularly organize seminars in order to train the teachers on these effective classroom management strategies. These seminars should help teachers understand the benefits of appropriate classroom management practices as well as how to establish such strategies.

References


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