

EFFECTS OF CLASSROOM MANAGEMENT TECHNIQUES ON SENIOR SECONDARY TWO STUDENTS' ACHIEVEMENT IN READING COMPREHENSION IN JOS SOUTH LOCAL GOVERNMENT AREA, PLATEAU STATE

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ABSTRACT

The study examined the effects of classroom management techniques on senior secondary two students' achievement in reading comprehension in Jos South Local Government Area, Plateau State, Nigeria. The study adopted a quasi-experimental pre-test and post-test control group design. The population consisted of 1,856 SS II students, while a sample of 68 students from two randomly selected schools was used. One school served as the experimental group (35 students), while the other served as the control group (33 students). The instrument for data collection was the Students' Reading Comprehension Achievement Test (SRCAT), validated by experts in Educational Management and Measurement and Evaluation, with a reliability coefficient of 0.72. Data were analysed using mean, standard deviation, and Analysis of Covariance (ANCOVA) at 0.05 level of significance. Findings revealed that students taught using effective classroom management techniques performed significantly better than those taught using conventional methods. It was also found that there was no significant difference in achievement between male and female students. It was recommended that teachers adopt effective classroom management techniques to improve students' academic achievement.

Keywords: classroom management techniques, students' achievement, secondary schools, academic performance.

Introduction

Classroom management has to do with the range of strategies, techniques, and practices that teachers employ to create and sustain an orderly, supportive, and productive learning environment. It goes beyond maintaining discipline to include the organization of instructional activities, regulation of student behaviour, and establishment of clear expectations that foster effective teaching and learning. Anyaeji, Okonkwon and Afugbuom (2023) advocated that effective classroom management is central to students' academic success, as it minimizes disruptions and maximizes instructional time. Well-managed classrooms promote active engagement, cooperation, and positive teacher–student relationships, all of which contribute to improved learning outcomes. Through structured routines, clear communication, and consistent reinforcement of rules, teachers are able to guide students toward responsible behaviour and academic focus. Ultimately, classroom management creates the conditions necessary for meaningful learning experiences and sustained academic achievement.

Classroom management is indispensable for achieving educational goals, particularly in secondary schools where students are at a critical stage of cognitive, emotional, and social development. It ensures that instructional time is used effectively and that learners remain focused on academic tasks. Effective management techniques, such as positive reinforcement, clear rule-setting, and proactive supervision, enhance students' motivation and participation in classroom activities. Amini-Philips (2019) established that classrooms characterized by order and mutual respect tend to record higher levels of student achievement than those plagued by disorder and indiscipline. Beyond academic performance, good classroom management also supports the development of social skills, self-discipline, and respect for authority among students. It therefore plays a vital role in shaping not only students' academic outcomes but also their overall character and readiness for future challenges.

Effective classroom management techniques enable teachers to create environments that support active learning, reduce behavioural problems, and enhance academic engagement. Strategies such as establishing clear classroom rules, using reward systems, maintaining consistent discipline, and organizing instructional materials contribute significantly to students' learning experiences. Techniques like cooperative learning, time management, and the use of interactive teaching methods further promote students' participation and understanding. The implementation of these strategies requires careful planning, continuous monitoring, and adaptation to meet the diverse needs of learners. Teachers who employ a combination of preventive and corrective management techniques tend to achieve better academic outcomes among their students. In essence, effective classroom management transforms the classroom into a structured yet flexible space where students can thrive academically and socially (Sunday, Ogbeche & Adie, 2022).

Reading comprehension refers to the ability of learners to understand, interpret, and derive meaning from written texts through processes such as literal understanding, inferencing, and interpretation of information presented in the text (Bayat & Çetinkaya, 2020). This definition was reflected in their study on the relationship between inference skills and reading comprehension achievement among students. The use of effective classroom management techniques contributes greatly to students' reading comprehension achievement and overall academic development. Students who learn in orderly and supportive classroom environments tend to demonstrate better concentration, improved reading habits, and higher comprehension performance than those in poorly managed classrooms. Hall, Vaughn, Barnes, Stewart, Austin and Roberts (2019) reported that structured instructional support and inference instruction improved students' reading comprehension achievement, particularly among learners experiencing reading difficulties.

Faizah, Iswara, and Sopandi (2026) emphasized that students' critical reading skills in narrative text comprehension can be strengthened when teachers provide supportive learning conditions and effective instructional guidance. These findings highlight the importance of equipping teachers with appropriate classroom management skills and instructional strategies to improve students' achievement in reading comprehension.

Students' academic achievement in reading comprehension in secondary schools in Jos South Local Government Area, Plateau State, has remained a concern for educators, parents, and educational stakeholders. Despite various educational reforms and interventions, many students continue to perform below expectations in reading comprehension in both internal and external examinations. Reports from the Plateau State Ministry of Education (2024) indicated that poor academic achievement has been linked to factors such as ineffective classroom control, lack of student engagement, and disruptive behaviours during lessons. In many classrooms, teachers struggle to maintain order, resulting in loss of instructional time and reduced learning opportunities. Furthermore, the persistence of traditional disciplinary approaches, which often rely on punitive measures rather than proactive management, has limited the effectiveness of teaching and learning processes. These challenges emphasized the need to examine the role of classroom management techniques in improving students' academic achievement in reading comprehension.

In addition, effective classroom management fosters a positive learning atmosphere where students feel safe, respected, focus for critical understanding and motivated to learn. It also provides opportunities for continuous assessment and feedback, enabling teachers to monitor students' progress and address reading comprehension difficulties promptly. Students' achievement in reading comprehension in secondary schools is closely tied to the quality of classroom management, as conducive learning environment enhances students' ability to understand, retain, and apply knowledge. Consequently, improving classroom management practices is essential for raising students' academic achievement in reading and ensuring the overall effectiveness of the education system. Therefore, it is against this background that this study is designed to examine the effects of classroom management techniques on senior secondary two students' achievements in reading comprehension in Jos South Local Government Area, Plateau State.

Statement of the Problem

Students are expected to achieve high reading comprehension in secondary schools in order to meet educational standards and succeed in both internal and external examinations. However, it is evident that many students perform below expectations, a situation often linked to poor classroom control, lack of engagement, and frequent disruptions during lessons. The consequence of this is the persistent poor performance specifically in as of reading comprehension recorded in examinations such as those conducted by the West African Examinations Council and the National Examinations Council between 2023 and 2025. Although stakeholders in education, including teachers, school administrators, curriculum planners, and government agencies, have made several efforts to improve students' achievement in reading comprehension through teacher training, policy reforms, and supervision, the problem continues to persist. These interventions have often not produced the desired outcomes due to inadequate emphasis on effective classroom management techniques that promote active learning and minimize disruptive behaviour. This study therefore seeks to address this gap by examining the effects of classroom management techniques on senior secondary two students' achievements in reading comprehension in secondary schools.

Aim and Objectives of the study

The aim of this study is to determine the effects of classroom management techniques on senior secondary two students' achievement in reading comprehension in Jos South Local Government Area of Plateau State. The specific objectives of the study are to:

1. Examine the pre-test and post-test mean achievement scores of students taught reading comprehension using effective classroom management techniques and those taught using conventional classroom practices.
2. Determine the pre-test and post-test mean achievement scores of students taught reading comprehension using effective classroom management techniques based on gender.

Research Questions

The following research questions guided the study:

1. What are the pre-test and post-test mean achievement scores of students taught reading comprehension using effective classroom management techniques and those taught using conventional classroom practices?
2. What are the pre-test and post-test mean achievement scores of male and female students taught reading comprehension using effective classroom management techniques?

Hypotheses

The following null hypotheses were tested in the study at a 0.05 level of significance:

1. There is no significant difference between the pre-test and post-test mean achievement scores of students taught reading comprehension using effective classroom management techniques and those taught using conventional classroom practices.
2. There is no significant difference between the pre-test and post-test mean achievement scores of male and female students taught reading comprehension using effective classroom management techniques.

Theoretical/Conceptual framework

This study is anchored on the Classroom Management Theory developed by Jacob Kounin in the 1970s. These concepts grew increasingly influential in the following decades, particularly during the 1980s and 1990s, as educators adopted them more widely. The key principle of the theory is that effective classroom control depends heavily on maintaining student focus, preventing disruptions before they escalate, and guiding instruction smoothly. Kounin introduced key ideas such as “withitness” the ability of a teacher to appear constantly aware of all classroom activity alongside consistent pacing, collective student engagement, and smooth transitions between activities. These strategies foster orderly settings where students remain attentive rather than distracted. When routines are well-established through such methods, learning tends to deepen for those involved.

The theory is relevant to the study as it advocated for improving student learning because it emphasizes maintaining structured and positive classroom environments. When teachers effectively organize their classrooms, students tend to participate more actively, pay closer attention, and sustain focus for longer periods, which in turn strengthens reading abilities. As a result, in schools throughout Jos South, Plateau State, applying thoughtful classroom management strategies enables SS2 students to understand written material more thoroughly.

Literature Review

Concept of Classroom Management

Classroom management is a fundamental aspect of effective teaching and learning that involves the organization, coordination, and control of classroom activities to create a conducive learning environment. It includes the teacher's ability to establish rules, maintain discipline, manage student behaviour, and ensure active participation in instructional activities. Aibinuomo

(2021) explains that effective classroom management is central to successful teaching in secondary schools because it enables teachers to maintain order while promoting meaningful learning experiences.

Classroom Management Strategies

Classroom management strategies involve the techniques, and practices that teachers employ to create and sustain an orderly, supportive, and productive learning environment. Amini-Philips (2019) emphasized that classroom management strategies such as clear communication of expectations, structured lesson delivery, and positive teacher–student relationships are essential for achieving instructional effectiveness. In line with these findings, classroom management techniques adopted by teachers in secondary education have been shown to significantly enhance the quality of teaching and learning outcomes.

Challenges of Classroom Management in Secondary Schools

However, classroom management in secondary schools is often challenged by several factors that hinder its effectiveness. These include overcrowded classrooms, disruptive student behaviour, inadequate teacher preparation, and weak institutional support systems. Sunday, Ogbeche, and Adie (2022) observed that poor classroom management strategies are strongly associated with increased disruptive behaviour among learners, which negatively affects teaching and learning processes. In addition, Sani, Dugje, and Babo (2025) reported that limited involvement of school-based management committees and weak administrative support further contribute to ineffective classroom control in public secondary schools. These challenges reduce the ability of teachers to apply effective classroom management techniques consistently, thereby affecting students' academic engagement and overall learning outcomes.

Concept of Reading Comprehension

Reading comprehension is a central component of language learning that involves the ability of learners to understand, interpret, and respond to written texts. It is not a single skill but a combination of interrelated processes that enable readers to construct meaning from what they read. Elleman (2017) explained that reading comprehension is strongly influenced by inferential processes, as readers must go beyond surface meanings to fully understand texts. Similarly, Sulfasyah, Ernawati, and Fatmawati (2023) noted that students' comprehension achievement varies depending on their ability to process literal and inferential information, showing that comprehension is a multi-level cognitive skill essential for academic success.

Reading Comprehension Skills

Reading comprehension skills are commonly categorized into literal, inferential, and critical comprehension. Literal comprehension involves understanding explicitly stated information in a text, while inferential comprehension requires readers to read between the lines and draw conclusions not directly stated. Critical comprehension, on the other hand, involves evaluating, analyzing, and making judgments about the text. Ulu (2016) found that both literal and inferential comprehension significantly contribute to students' academic problem-solving abilities, highlighting their importance in learning outcomes. In addition, Nadalini et al. (2025) emphasized that students' inferential comprehension skills vary widely, indicating the need for targeted instructional support to improve higher-order reading abilities. Collectively, these studies show that mastery of all three levels of comprehension is essential for achieving effective reading comprehension and overall academic performance.

Empirical Review

Anyaeji, Okonkwo, and Afugbuom (2023) carried out a study titled: Classroom management practices adopted by teachers for enhancing quality teaching and learning in

secondary education in Anambra State, Nigeria. The study examined the extent to which teachers apply classroom management strategies to improve instructional effectiveness. Three research questions guided the study, focusing on instructional monitoring, classroom communication, and classroom arrangement. Three hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population consisted of 6,382 teachers in 263 public secondary schools, while a sample of 638 teachers was selected using a multi-stage sampling technique. A structured questionnaire titled Teachers' Classroom Management Practices Questionnaire (TCMPQ) was used for data collection. The instrument was validated by experts and had a reliability coefficient of 0.79 for the entire instrument. Data were analyzed using mean and t-test statistics. The findings revealed that teachers frequently adopt instructional monitoring, effective communication, and classroom arrangement strategies to enhance quality teaching and learning in secondary schools.

Amini-Philips (2019) investigated classroom management strategies for effective teaching and learning in universities in Rivers State, Nigeria. The study was guided by five objectives, research questions, and hypotheses. The descriptive survey research design was adopted. The population comprised teachers and students in public universities, while a sample of 59 teachers and 394 students was selected using a multi-stage sampling technique. Data were collected using a structured questionnaire based on a 4-point Likert scale. The instrument had a reliability coefficient of 0.92. Mean, standard deviation, and t-test were used for data analysis. The findings showed that classroom arrangement, clear expectations, and appropriate use of consequences were the major strategies implemented by teachers to promote effective teaching and learning. The study concluded that effective classroom management strategies enhance instructional delivery and recommended that teachers should be encouraged and rewarded to sustain effective practices.

Similarly, Sunday, Ogbeche, and Adie (2022) examined classroom management strategies and disruptive behaviour among pupils in Calabar Municipal, Cross River State, Nigeria. The study was guided by three research questions and three hypotheses tested at 0.05 level of significance. The ex-post facto research design was adopted. The population consisted of primary five pupils, while a sample of 240 pupils was randomly selected from 15 schools. Data were collected using a structured questionnaire titled Pupils' Classroom Management Strategies and Disruptive Behaviour Questionnaire. The instrument was validated and used to gather relevant data. Independent t-test and Pearson Product Moment Correlation were used for analysis. The findings revealed a significant relationship between classroom management strategies and pupils' disruptive behaviour. The study concluded that poor classroom management contributes to disruptive behaviour and recommended the use of effective and supportive disciplinary strategies to improve classroom behaviour and learning outcomes.

Methodology

This study adopted a quasi-experimental research design, specifically the pre-test, post-test control group design, which is suitable for educational settings where random assignment of subjects is not feasible but the researcher intends to establish cause-and-effect relationships (Creswell, 2018). The population of the study consisted of 1,856 Senior Secondary School Two (SS II) students in public secondary schools in Jos South Local Government Area of Plateau State. From this population, a sample of 68 students in intact classes was selected from two randomly chosen schools using a simple random sampling technique. One school was assigned to the experimental group with 35 students (16 males and 19 female students), while the other served as the control group with 33 students (15 males and 18 female students). The instrument used for

data collection was the Students' Reading Comprehension Achievement Test (SRCAT), developed by the researcher based on selected reading comprehension topics taught during the study period. The instrument was designed to measure students' cognitive achievement levels. It was subjected to content, face, and construct validation by experts in Educational Management and Measurement and Evaluation to ensure its adequacy. The reliability of the instrument was established using the Cronbach Alpha method, which yielded a coefficient of 0.72, indicating acceptable internal consistency. A pre-test was administered to both the experimental and control groups to determine their initial level of achievement before the treatment. This was followed by a four-week treatment period, during which the experimental group was taught using effective classroom management techniques such as clear rule setting, reinforcement strategies, classroom organization, and proactive monitoring, while the control group was exposed to conventional classroom practices without structured management strategies. At the end of the treatment, a post-test was administered to both groups to assess their level of achievement after the intervention. For data analysis, mean and standard deviation were used to answer the research questions, while Analysis of Covariance (ANCOVA) was employed to test the null hypotheses at the 0.05 level of significance.

Results

Research Question

What are the pre-test and post-test mean achievement scores of students taught reading comprehension using effective classroom management techniques and those taught using conventional classroom practices?

Table 1: Pre-test and Post-test Achievement of SS II Students in the Experimental and Control Groups

Group	N	Pre-test		Post-test		Mean Gain	\bar{x} -Gain difference
		Mean	SD	Mean	SD		
Experimental	35	31.60	15.61	68.93	20.54	37.33	17.96
Control	33	31.13	15.18	50.50	21.28	19.37	

Table 1 presents the results on the pre-test and post-test mean achievement scores of students in the experimental and control groups. In the experimental group, the post-test mean achievement score was 68.93 with a standard deviation of 20.54, which is higher than the pre-test mean score of 31.60 with a standard deviation of 15.61, resulting in a mean gain of 37.33. This indicates that there was a substantial improvement in the achievement of students after being exposed to effective classroom management techniques. Similarly, in the control group, the post-test mean achievement score was 50.50 with a standard deviation of 21.28, which is also higher than the pre-test mean score of 31.13 with a standard deviation of 15.18, resulting in a mean gain of 19.37. This shows that although there was some improvement in the achievement of students taught using conventional classroom practices, the level of improvement was not as pronounced as that of the experimental group. This means that at the pre-test stage, students in both groups had nearly the same level of achievement. However, after the intervention, the experimental group performed better than the control group. The students in the experimental group had a higher post-test mean achievement score (68.93) compared to those in the control group (50.50), with a mean gain difference of 17.96 and a post-test mean difference of 18.43. This implies that the use of effective classroom management techniques had a significant positive effect on students' academic achievement compared to the conventional classroom practices used in the control group.

Research Question Two

What are the pre-test and post-test mean achievement scores of male and female students taught reading comprehension using effective classroom management techniques?

Table 2: Pre-test and Post-test Achievement of Male and Female SS II Students in the Experimental Groups

Gender	N	Pre-test		Post-test		Mean Gain	\bar{x} -Gain difference
		Mean	SD	Mean	SD		
Male students	16	30.10	15.08	63.05	23.03	32.95	1.63
Female students	19	29.77	14.44	64.35	22.03	34.58	

Table 2 presents the results on the pre-test and post-test mean achievement scores of male and female students in the experimental group. Among the male students, the post-test mean achievement score was 63.05 with a standard deviation of 23.03, which is higher than the pre-test mean score of 30.10 with a standard deviation of 15.08, resulting in a mean gain of 32.95. This indicates that there was a noticeable improvement in the achievement of male students after being exposed to effective classroom management techniques. Similarly, for the female students, the post-test mean achievement score was 64.35 with a standard deviation of 22.03, which is also higher than the pre-test mean score of 29.77 with a standard deviation of 14.44, resulting in a mean gain of 34.58. This shows that female students equally experienced improvement in their achievement after the treatment. This means that at the pre-test stage, both male and female students had almost the same level of achievement. However, after the intervention, both groups improved significantly, with female students having a slightly higher post-test mean achievement score (64.35) compared to male students (63.05). The mean gain difference between female and male students was 1.63, indicating only a slight variation in performance. This implies that effective classroom management techniques improved the academic achievement of both male and female students, with no substantial difference in their performance.

Hypotheses

Hypothesis One

There is no significant difference between the pre-test and post-test mean achievement scores of students taught reading comprehension using reading effective classroom management techniques and those taught using conventional classroom practices.

Table 3: ANCOVA Results of the Effects of Classroom Management Techniques on SS II Students' Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9195.202 ^a	2	4597.601	11.752	.000
Intercept	27343.314	1	27343.314	69.895	.000
Pre-test	3375.534	1	3375.534	8.629	.005
Group	5684.531	1	5684.531	14.531	.000
Error	26210.741	34	391.205		
Total	296120.000	37			
Corrected Total	35405.943	38			

a. R Squared = .260 (Adjusted R Squared = .238)

Table 3 shows the ANCOVA results of the pre-test and post-test mean achievement scores of students in the experimental and control groups. It yielded $F(1, 34) = 14.531, p < 0.05$. Since the p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. The result further reveals an adjusted R squared value of .238, which means that 23.8% of the variation in the dependent variable, which is students' achievement, is explained by the variation in the treatment of classroom management techniques, while the remaining percentage is due to other factors not included in the study. This indicates that there was a significant difference in the achievement scores of students taught reading comprehension using effective classroom management techniques and those taught using conventional classroom practices. Hence, this finding shows that the use of effective classroom management techniques significantly improves students' academic achievement compared to conventional classroom practices.

Hypothesis Two

There is no significant difference between the pre-test and post-test mean achievement scores of male and female students taught reading comprehension using effective classroom management techniques.

Table 4: ANCOVA Results of the Effects Classroom Management Techniques on SS II Students' Achievement Based Gender

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2468.128 ^a	2	1234.064	3.265	.051
Intercept	16322.624	1	16322.624	43.191	.000
Pre-test	2456.549	1	2456.549	6.500	.016
Gender	98.681	1	98.681	.261	.613
Error	12093.414	32	377.919		
Total	174909.000	35			
Corrected Total	14561.543	34			

a. R Squared = .169 (Adjusted R Squared = .118)

Table 4 shows the ANCOVA results of the pre-test and post-test mean achievement scores of male and female students taught using effective classroom management techniques. It yielded $F(1, 32) = 0.261, p > 0.05$. Since the p-value of 0.613 is greater than the 0.05 level of significance, the null hypothesis was not rejected. The result further reveals an adjusted R squared value of .118, which means that 11.8% of the variation in the dependent variable, which is students' achievement, is explained by variation in the treatment of classroom management techniques and gender, while the remaining percentage is due to other factors not included in the study. This indicates that there is no significant difference in the achievement scores of male and female students taught reading comprehension using effective classroom management techniques. Hence, the finding shows that the use of effective classroom management techniques improves the academic achievement of both male and female students equally, without significant variation based on gender.

Discussion

The study investigated the effects of classroom management techniques on senior secondary two students' achievement in reading comprehension in Jos South Local Government Area, Plateau State, Nigeria.

The first finding revealed that effective classroom management techniques significantly improved students' academic achievement, as the mean achievement score of students in the

experimental group was higher than that of the control group. That is, there was a significant difference in the achievement of students taught using effective classroom management techniques and those taught using conventional classroom practices. The improvement can be attributed to the structured and organized learning environment created through techniques such as clear rule-setting, reinforcement, and proactive monitoring, which helped to minimize disruptions and maximize instructional time. This finding aligns with the study of Amini-Philips (2019), who reported that classroom arrangement, clear expectations, and appropriate use of consequences were the major strategies implemented by teachers to promote effective teaching and learning. Similarly, Anyaeji, Okonkwo, and Afugbuom (2023) who established that that teachers frequently adopt instructional monitoring, effective communication, and classroom arrangement strategies to enhance quality teaching and learning in secondary schools. The findings also supported the Classroom Management Theory developed by Jacob Kounin in the 1970s which established the fact that the ability of a teacher to appear constantly, aware of all classroom activity alongside consistent pacing, collective student engagement, and smooth transitions between activities foster orderly settings where students remain attentive rather than distracted and that when routines are well-established through such methods, learning tends to deepen for those involved.

Another finding of the study showed that although both male and female students improved in their achievement after exposure to effective classroom management techniques, there was no significant difference in their performance based on gender. This implies that classroom management techniques are equally effective for both male and female students. The slight difference observed in mean gain scores between male and female students was not statistically significant, indicating that the strategy benefits all learners irrespective of gender. Furthermore, the result of the hypothesis tested confirmed that there was a significant difference between students taught using effective classroom management techniques and those taught using conventional classroom practices. This supports the argument that classroom management is a critical factor in determining students' academic success. The finding is in agreement with the findings of the study by Sunday, Anyaeji, Okonkwo, and Afugbuom (2023) which revealed that revealed that teachers frequently adopt instructional monitoring, effective communication, and classroom arrangement strategies to enhance quality teaching and learning in secondary schools.

However, the second hypothesis revealed that there was no significant difference in the achievement of male and female students taught using effective classroom management techniques. This suggests that the impact of classroom management techniques is not gender-sensitive but rather universally beneficial.

In sum, the findings of this study emphasized the importance of effective classroom management techniques in enhancing students' academic achievement. By creating a conducive learning environment, maintaining discipline, and promoting active engagement, teachers can improve students' achievement significantly regardless of gender. These results pointed out the need for teachers and educational stakeholders to prioritize classroom management as a key component of effective teaching and learning in secondary schools.

Conclusion

Based on the findings, the study concluded that at the pre-test stage, students in both the experimental and control groups had nearly the same level of achievement. However, after the intervention using effective classroom management techniques, the experimental group performed better than the control group in reading comprehension. This indicates that the application of structured classroom management techniques significantly improved students' academic achievement in reading comprehension. The study has limitations. The small sample size of 68

students from only two schools limits the generalisability of the findings to the wider Plateau State context.

Recommendations

Based on the findings, the following recommendations are offered:

1. Teachers should consistently apply effective classroom management techniques such as clear rule-setting, positive reinforcement, classroom organization, and proactive monitoring to enhance students' engagement and academic achievement.
2. The Ministry of Education and school administrators should organize regular workshops, seminars, and in-service training programmes to equip teachers with practical skills in modern classroom management techniques that promote effective teaching and learning.

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