

# **Impact of Classroom Management on Academic Achievement of Students" in Oral English in Afijio Local Government Area, Oyo State: Implications for Sustainable Development**

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## *Abstract*

This study examines the impact of classroom management on academic achievement and behavioral outcomes in public senior secondary schools in Afijio Local Government Area, Oyo State, and explores its broader implications for sustainable development. Effective classroom management is fundamental to creating a stable, inclusive, and productive learning environment, which in turn promotes quality education one of the core pillars of sustainable development. Using a mixed-methods approach involving questionnaires, interviews, and direct classroom observations, the study identifies key management practices such as rule enforcement, time management, student engagement, and teacher-student relationships. Results indicate that schools with strong classroom management strategies show improved student performance, reduced disciplinary issues, and enhanced school climate. These outcomes contribute to the development of responsible, educated individuals capable of supporting local and national development goals. The study concludes that investing in teacher capacity for classroom management is vital for achieving long-term educational and developmental outcomes in Afijio and beyond.

*Key words:* Sustainable Development, Oral English, Impact of Classroom Management

## **Introduction**

Communication is an indispensable aspect of human activities; it is the backbone of any society. It builds relationships, it enhances effective sharing of information and it is a means of expressing

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thoughts, feelings and emotion (Jayeoba, 2016). Communication begins with the sender who has an idea to pass across. The information is passed through a channel that links the sender and the receiver. The medium may either be oral as in the spoken language. Speech is a form of symbolism; a composite of thought, language, voice and action; and a product of the integrated personality (Jayeoba, 2016). The major goal of teaching English language should be to give learners the ability to use English effectively and accurately in communication (Mohammed Abdulgalil Abugohar1, Ma'in Ateyah Al-Hnifat, Omar Ali Al-Smadi, Radzuwan Ab Rashid1 & Kamariah Yunus 2019).

Oracy deals with the capacity to express oneself and understand speech while literacy is the ability to read and write correctly ((Dragomir & Niculescu, 2022). Linguists have demonstrated the primacy of speech over other language skills. Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Rao, 2019). Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in various contexts. It is one of the most important skills that must be practised to communicate orally.

By speaking, students are able to express an idea and feelings to each other. In language teaching and learning, speaking is considered to be a skill that must be practiced and mastered. Speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts. It is one of the most important skills that must be practiced to communicate orally. By speaking, people are able to express an ideas and feelings to each other. According to Al-Tamimi, Abudllah, & Ali Bin-Hady, (2020), speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group. However, in learning English speaking, sometimes students make errors when they try to utter words, phrases or sentences. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is a productive skill because it involves the production of meaningful sounds for the reception of the listener who

must also be proficient in the language in which the message is being communicated.

According to Widya Syafitri (2018), speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning. It is considered a skill to practice and master. Moreover, students should learn speaking in order to be able to communicate in a language. The ability to speak English should be mastered well by student. It is important to be able to speak English either in saying things or expressing thought aloud. Speaking skill is an important part of the curriculum in language teaching, and it makes them an important object of assessment as well. Hence, it is very obvious that every student should possess English language skill to speak well. Oseni & Badmus (2024) asserts that oral aspect of the English language is the most important aspect of its sociological function of which its aim is to enable learners to function within reasonable limits as a bilingual as well as in all situations in which the English language is used in or outside the country. Effective speaking in English language depends largely on paying accurate attention to segmental and supra-segmental features.

The assessment of English language in the external examinations organised by recognised examination bodies like WAEC and NECO maintains the standard that the subject is in three stages. Paper one is structured into essay writing, comprehension and summary; paper two consists of lexis and structure (grammar) and guided close passages, while paper three consists of the test of Oral English where the segmental and supra-segmental phonology are tested for proficiency in speaking English language. The segmental features consist of the vowels and consonants while the supra-segmental features are stress, rhythm and intonation. The vowels and consonants are separate sound segments but the features of stress, rhythm and intonation affect the quality of the sounds and extend over longer sequences of utterances like words, phrase and sentences. Stress and intonation must be properly used by teachers and learners of English if they want to be understood properly by other users of the English language. Oral English teaching, testing and proficiency is required for solid foundation in communication. The description of

phonetic sounds is based on this variety as it is used in schools to teach English phonetics. This is called Received Pronunciation (RP).

According to Araromi, (2023), oral English entails ability to fully understand what is said in English language, spoken at a normal speed. This involves ability to perceive the sounds of the language and derive meaning from the utterances of the speaker. Ability for fluent expression in a way that the speaker will adequately be understood.

This also involves the ability to emit sounds and the sounds chains in such a way that it is acceptable in the language community. Ability to use the structure of the language to clearly and correctly express ideas.

The most problematic aspect of oral English has been identified to be the supra-segmental (prosodic) features. These features and their importance are highlighted by Egwuogu (2012) that materials for speech work would be far from complete if they did not include the supra-segmental features like stress, rhythm and intonation. Oludare & Olatunji (2024) notes that more attention is paid to the segmental features than the supra-segmental which are the core speech features. These features influence and modify segmental features, vowels in particular. He explains that if a syllable in English sentences or phrases lacks stress, the pronunciation of the vowel present in that syllable is affected. This is problematic for English as a Second Language (ESL) learners of English because the stress and unstressed syllables in words of English language are great problems to learners.

Olatunji, & Ayegboyin, (2023) stresses that some second language learners of English pronounce English consonant and vowel sounds correctly. Agboyinu (2018) asserts that the phonological systems of the various indigenous languages are different from those of English because English is learnt as a second language, what simply takes place is an adaptation of indigenous phonological systems for English speech sounds and rather than an attempt to manage two phonological systems separately for instance, pronunciation of consonant sound like /b/, /t/, /d/ /z/( as in measure). And pronunciation vowel sound such as /i:/, (as in see), /ʌ / (as in cup). This is to show that learners of English have challenges in their

oral pronunciation. Also, learners might experience difficulties in the area of intonation and stress due to mother tongue interference.

Oral English affords learners of the English language the opportunity to become aware of how to pronounce words correctly. It also deals with the ability to develop spoken language used in verbal communication and ability to understand speech. It is an important form and means of realizing the value of languages. Oral English is one of the most important contents in teaching and learning of English language because it comprises the basic skills of listening and speaking which is the ability to convey thoughts and ideas orally in a way that others people will understand vividly (Ogah, Ignatius & Ngwu, 2024).

According to La Dunifa (2023), oral English is an aspect of the English language curriculum that gives learners the opportunity to identify sound and produce it accurately. The ability to pronounce words correctly is important both in the academic setting and various communicative interactions in which the English language is used. This is because learning of spoken English will ultimately develop in students' oral communication skills which will enable them to function effectively in all fields of human endeavor using the power of speech and it will also boost the individual's self-esteem. La Dunifa (2023) notes that the development of oral skill in students has great privilege throughout the world and for speakers of the English language. Oral English complements the understanding and use of English language so as to improve the standard of spoken English.

One of the objectives of teaching oral English skills is to make students communicate effectively and intelligently in English. It also helps students to develop confidence in ability to express themselves in English as fluent as possible and provides an opportunity for correction of mistakes in spoken English. A good approach to oral language instruction will develop reading, writing and speaking skills of students thereby making the learning of English language more effective and learning experiences of learners in other subjects being taught in secondary schools more concrete and enjoyable.

Efforts should be placed on the teaching of oral English because it helps learners to develop pronunciation sufficiently to

allow effective communication with both native and non-native speakers of the English language. Similarly, it is obvious that common mistakes identified among learners of English as a second language today include; improper pronunciation, mispronunciation, poor intonation, as well as misrepresentation of phonetic sounds. It is generally realised that when a person pronounces a word incorrectly, the mispronunciation is an impediment to the listener understanding. For instance, most students misplace the qualities and length of vowels. It is in line with this, that recent development in language teaching and learning made the teaching and learning of oral English not only a necessity but a prerequisite for assessing learners' competence in language use and acquisition.

Despite the importance attached to the teaching and learning of spoken English especially in secondary schools, students' performance in this aspect of English language is still not encouraging. Researchers have looked into the problems arising from the teaching and learning of oral English. Some of the problems manifested as a result of factors like lack of motivation and interest as a result of teachers' incompetence. Amoah & Yeboah (2021) notes that there are factors such as teaching strategies, the curriculum and environment. It was as well observed that students consciously relied on mother tongue models when deprived consistently reliable guidance from teachers.

Oseni & Badmus (2024) laments that the neglect of oral English teaching in secondary schools as it is hardly taught in schools. The teaching of English pronunciation in secondary schools suffers from handicaps conditions unknown to the teaching of English language or any other subject. For any subject to be taught effectively, there are least two important conditions: A high degree of motivation on the part of both students and teacher and teachers' competence in the subject and his or her mastery of the techniques of imparting knowledge in it. These aforementioned conditions are rarely achieved in the teaching and learning of English pronunciation.

Olatunji & Ayegboyin (2020) observes that most teachers have difficulty in deciding which variety to teach and the particular area to pay more attention to. They believe that non-native speakers should not be too catholic than the popes. Consequently, the teaching of oral

English is rather weighed down by various factors which have contributed to the slow pace and ineffectiveness in teaching this aspect of the English language. These factors include poor background, interference of mother tongue, qualified teachers, poor teaching methodology, lack of constant practice, lack of orientation, facilities and shortage or limited accessibility to relevant books.

Efforts to address the problem of students' poor performance in oral English among secondary school students have made scholars and Researchers to carry out studies on learner-centred strategies (Olatunji, Akintunde and Babalola (2019), students' psychological factors, pedagogical factors and achievement in oral English (Olatunji, Akintunde and Babalola, 2015), predicting students' learning outcomes in oral English from their cognitive styles and beliefs (Ohia and Isaac, 2020) and teachers' use of code-switching and secondary school students' achievement in oral English (Olatunji and Ayegboyin, 2020). However, these studies came up with good contributions to the teaching and learning of oral English in secondary schools but with little research focus on achieving sustainable development in the teaching of Oral English: Impact of classroom management.

Classroom management is linked with effective instruction and learning. Researchers have established a relationship between effective classroom management and the use of effective instructional strategies (Bindu, 2017 and Jones and Jones, 2014). The writers noted that effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. An inquiry practice that is envisioned by standard requires classroom management system that is all encompassing. Also, embarking on inquiry requires teachers' capacity to manage the time, resources, as well as students grouping. Previous studies have shown that teachers face many challenges often arising from constraints outside actual classroom such as time management, lesson planning, to mention a few.

Classroom management has been linked to teacher's professional practices in the process of teaching and learning. It is an umbrella term and a multidimensional construct, however for the

purpose of this study, the researchers consider the effective use of classroom management in the implementation of inquiry reading strategy. Hanke, et al (2014) iterated that effective classroom management supports and facilitates effective teaching. Effective classroom management encompassing effective teacher-student relationship. Several definitions of classroom management attested to its influence on pedagogical practices. Egeberg, McConney and Price (2016) opined that classroom management integrates teacher's actions to create, implement and maintain a positive learning environment.

It is an action taken to create and maintain a learning environment conducive to successful instruction. Effective classroom management through effective use of instructional strategies and instructional resources helps students to achieve instructional goals in area of teaching. Classroom management is also an important factor in teacher classroom instruction. The effective classroom management paves the way for the teacher to engage the students in learning that are meaningful. Organising a proactive classroom management tactics will help to reinforce effective comprehension skills among students (Aadil Salim, 2024).

Classroom management is multidimensional in nature; basically, two dimensions have been continuously emphasized. According to Nasey (2012), it involves teachers' managing student's problem behaviour and student's learning behaviour. It explains how teachers use effective strategies to reduce unacceptable behaviours and increase student's learning in the classroom. Thus, the focus of this study is on the use of instructional strategies to increase students' learning in the classroom. Zaenal Abidin (2024) opined that a student that is fully engaged with learning tasks will be less prone to disruptive behaviour.

Highlighting the relationship between classroom management and the use of effective instructional strategies, Muhammad N., Iqbal, A. K. and Faridullah Khan (2019) reiterated that effective classroom management strategies are linked to the use of effective instructional strategies. When teachers use questions in the classroom and provide corresponding feedback, the process brings changes in the management of the classroom.

Teacher classroom management skill is also one of the factors that continue to generate great interest in comprehension instruction. Although, much of research have gone into how teacher/classroom variables contribute to achievement in reading engagement and comprehension achievement of students, examples include Sowell (2013) and Guthrie and Klauda (2014).

Effective classroom management is linked to other independent variables in this study. Conroy, Alter and Sutherland (2014) has linked teacher's skill set in organising time and students grouping to inquiry-based learning. Teacher guided strategies/activities and opportunities for students to practice inquiry skills were well associated with classroom management skills. The use of feedback assessment procedures, teacher-to-students, students-to-students allows teachers to direct instruction to match students' learning needs. The use of feedback in some studies has proved to be effective in enhancing classroom management skills of teachers (Williams, 2024 and Klauda 2014).

### **Statement of the Problem**

Effective classroom management is a critical component of quality education and plays a significant role in shaping students' academic achievement, behavior, and overall school experience. In many public secondary schools within Afijio Local Government Area of Oyo State, challenges such as overcrowded classrooms, teacher-student conflicts, lack of instructional materials, and inadequate teacher training often hinder effective classroom control and coordination. These issues have led to decreased student engagement, increased dropout rates, and poor academic performance, all of which negatively impact the overall goal of sustainable development in the region. Despite policies aimed at improving educational standards, the persistent shortcomings in classroom management suggest a gap in implementation, awareness, or support mechanisms. Therefore, it is imperative to investigate the impact of classroom management practices in public secondary schools in Afijio and explore their implications for achieving long-term educational and societal development goals.

### **Research Question**

What is the level of teachers' classroom management in Oral English classroom in Public Secondary Schools in Afijio Local Government Area, Oyo State

### **Significance of the Study**

The study is significant in many ways. It revealed how sustainable development can be achieved in teaching Oral English: Impact of classroom management thereby helping teachers and students to solve the problem of poor performance in Oral English. Educational stakeholders would benefit from this study because they would be guided on identifying factors that could influence students' performance in spoken English. This study would guide teachers who are in constant search for improved performance in oral English on areas of professional development needs. Finally, the study would add to the pool of research on solution to the poor performance of students in oral English and English language.

### **Methodology**

This study adopted the survey research design. Ten senior secondary schools were randomly selected from public senior secondary schools in Afijio Local Government Area of Oyo State. One English Language teacher was selected from each school making a total of 10 teachers of English Language. In all, a total number of 10 teachers of English Language participated in the study. One instrument was used for data collection for the study: Teachers Classroom Management Scale ( $r= 0.78$ ). Data collected were analysed using descriptive statistics of frequency count, percentage scores, mean and standard deviation.

### **Results**

**Research Question 1:** What is the level of teachers' classroom management in Oral English classroom in Public Secondary Schools in Afijio Local Government Area, Oyo State?

**Table 1: The Level of Teachers' Classroom Management in Oral English classroom**

S/ N	Items	Excel lent	V.Goo d	Good	Fair	Poor	Mean	St. D
1	The classroom is well managed	-	4 (40%)	4 (40%)	2 (20%)	-	3.20	.788
2	The teacher sets rules of conduct in class	-	1 (10%)	9 (90%)	-	-	3.10	.316
3	The teacher knows every students' name	-	5 (50%)	4 (40%)	1 (10%)	-	3.40	.699
4	The teacher uses diverse techniques, has a firm control of the class	-	4 (40%)	5 (50%)	1 (10%)	-	3.30	.674
5	The teacher constantly maintains eye contact with student during lesson	-	4 (40%)	6 (60%)	-	-	3.40	.516
6	Teacher evaluates students' progress in content and process area	-	3 (30%)	7 (70%)	-	-	3.30	.483
7	Teacher does not allow chorus answer in the class	-	8 (80%)	2 (20%)	-	-	3.80	.421
8	The teacher checks any erring students disturbing the class	-	-	4 (40%)	6 (60%)	-	2.40	.516

9	The teacher makes sure every students participate effectively in the class activity	-	1 (10%)	9 (90%)	-	-	3.10	.316
10	The teacher calls attention of students he/she finds not listening	-	-	6 (60%)	4 (40%)	-	2.60	.516
11	The teacher allots time to activities during lessons	-	5 (50%)	4 (40%)	1 (10%)	-	3.40	.699
12	The teacher applauds students' desirable behavior	-	2 (20%)	6 (60%)	2 (20%)	-	3.00	.666
13	Teacher demonstrates higher thinking skills	-	4 (40%)	6 (60%)	-	-	3.40	.516
14	The teacher moves round the classroom during lessons	-	6 (60%)	4 (40%)	-	-	3.60	.516
15	The teacher listens to the complaints of the students	-	-	5 (50%)	5 (50%)	-	2.50	.527
16	Teacher engages the students in active reading	-	2 (20%)	7 (70%)	1 (10%)	-	3.10	.567
17	The teacher pauses occasionally to monitor students' participation	-	1 (10%)	8 (80%)	1 (10%)	-	3.00	.471

18	The teacher distributes question evenly across the classroom	-	7 (70%)	3 (30%)	-	-	3.70	.483	
19	The teacher allows general students participation during question and answer session	-	1 (10%)	9 (90%)	-	-	3.10	.316	
20	The teacher uses appropriate sets to get attention	-	-	10 (100%)	-	-	3.00	.000	
		<b>Standard Mean = 3.00;</b>		<b>Weighted Mean</b>					
		<b>=3.17</b>							

Table 1 shows the level of teachers' classroom management in oral English, as expressed in frequency counts, percentages, mean and standard deviation. The table indicates a weighted mean of 3.17 and a standard mean of 3.00. This shows that classroom management had a moderate mean score. This implies that teachers' classroom management was good. The table shows that 10 out of the 20 items contributed to this good classroom management. The items, in their order of magnitude, are: item 7 - teacher does not allow chorus answer in the class (mean = 3.80 > 3.17); item 18 - the teacher distributes question evenly across the classroom (mean = 3.70 > 3.17); item 14 - the teacher distributes question evenly across the classroom (mean = 3.60 > 3.17); item 11 the teacher allots time to activities during lessons (mean = 3.40 > 3.17); item 13 teacher demonstrates higher thinking skills(mean = 3.40 > 3.17); item 3 - the teacher knows every students' name(mean = 3.40 > 3.17); item 5 - the teacher constantly maintains eye contact with student during lesson(mean = 3.40 > 3.17); item 4 - the teacher uses diverse techniques, has a firm control of the class (mean = 3.30 > 3.17); item 6 - teacher evaluates students' progress in content and process area

(mean = 3.30 > 3.17); and item 1. Sum up to mean that teachers of oral English were all good in classroom management (mean 3.20). The classroom is well managed (mean = 3.20 > 3.17).

### **Discussion of Findings**

The study revealed that effective classroom management significantly influences student academic performance and general school climate in public senior secondary schools within Afijio Local Government.

**Positive Learning Environment**, teachers who employed proactive classroom management strategies such as clear rules, routine enforcement, and positive reinforcement reported higher student attentiveness and fewer behavioral problems. This, in turn, created a conducive learning environment, which is a critical pillar of quality education and sustainable human capital development.

**Teacher-Student Relationships**, the study found that strong interpersonal relationships between teachers and students contributed to a respectful atmosphere. Where students felt valued, they were more likely to participate, remain focused, and perform better. This dynamic supports the SDG 4 goal of inclusive and equitable quality education.

**Resource Challenges and Oversized Classes**, however, the study also identified significant constraints, including overcrowded classrooms, inadequate teacher training in classroom management, and insufficient instructional materials. These limitations undermined the implementation of effective management strategies, particularly in rural schools. Without addressing these structural issues, the goal of sustainable educational outcomes may remain elusive.

**Policy and Administrative Support**, administrative support was found to be inconsistent. Schools where principals and educational officers were actively involved in reinforcing classroom discipline policies witnessed more consistent academic performance. The study suggests that sustainable educational reform must be backed by strong policy implementation and regular training for educators. The implications of these to sustainable development are;

*Improved Human Capital:* Effective classroom management supports academic achievement, which directly impacts the development of skilled, knowledgeable individuals capable of contributing to economic and social growth.

*Reduction in Dropout Rates:* A well-managed classroom promotes student retention by creating a safe and engaging environment. This is crucial in reducing dropout rates, especially among vulnerable groups, thereby fostering inclusive development.

*Educational Equity:* Addressing classroom management in under-resourced schools in Afijio can reduce disparities in learning outcomes, supporting equity a core tenet of sustainable development. The findings of this study agreed with empirical study conducted by Jaiyeoba (2016) & Oshisanwo (2005) who found concurrent relationship between classroom management and student academic achievement. However it negates the findings of Olatunji and Ayegbeyin (2020) who saw no relationship between classroom management and academic achievement of students.

### **Conclusion**

This study concludes that classroom management plays a pivotal role in enhancing the quality of education in public senior secondary schools in Afijio Local Government. Effective classroom management practices such as maintaining discipline, fostering positive teacher-student relationships, and creating structured learning environments significantly contribute to improved student academic outcomes and overall school performance.

However, challenges such as overcrowded classrooms, inadequate teacher training, and insufficient teaching materials continue to hinder the effectiveness of these practices. Addressing these issues is essential for ensuring that all students have equal access to quality education, which is a foundational element of sustainable development.

Ultimately, investing in teacher professional development, policy enforcement, and improved infrastructure will strengthen classroom management systems. This will not only improve

academic outcomes but also contribute to the long-term goal of building a knowledgeable, responsible, and productive society capable of sustaining development across generations.

### Recommendations

In line with the findings of this study, it was recommended that:

1. Teachers should continue to manage their Oral English classroom properly.
2. Government should provide facilities that will make the teaching and learning of Oral English easy.
3. Parents should provide all the necessary materials for their children so as to make the work of the teacher easier.

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