

TEACHERS' ASSESSMENT OF INFLUENCE OF PROFESSIONAL DEVELOPMENT, CLASSROOM MANAGEMENT STRATEGIES ON STUDENTS' PERFORMANCE IN SECONDARY SCHOOLS IN DELTA AND EDO STATES

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ABSTRACT

This study investigated teachers' assessment of influence of professional development, classroom management strategies on students' performance in Secondary Schools in Delta and Edo States. Two research questions and two hypotheses were raised and formulated to guide the study. The ex-post facto research design was adopted. The population was made up of all the teachers in Public Secondary Schools in Delta and Edo States. Stratified random sampling technique was adopted to select the teachers. The instrument used for data collection was the questionnaire. The instrument has face and content validity. The Split-half method was used to determine the reliability of instrument. The spearman correlation coefficient was used in analyzing it, which gave a value of 0.96 reliability coefficient. The data collected were analysed with Mean and Standard Deviation for the research questions while the Pearson Product Moment Correlation was used for the hypotheses. A mean of 2.50 was adopted as the agreement level of the items. The findings of the study showed that professional development of teachers, and classroom management strategies have influence on students' academic performance. Based on these findings, it was recommended that professional development should be adopted as a practice in Delta and Edo states to help teachers in teaching. Workshops should be organized to train teachers on effective classroom management practices.

Keywords: Teachers, Assessment, Professional development, Classroom management strategies, Academic performance.

Introduction

Teachers are professionals who are capable of inculcating knowledge that will help students to build, identify and acquire skills that would be used to face the challenges of life. They are capable of influencing the youths such that their power is paramount as they determine the fate of the society.

Teachers' assessment typically has two major purposes. Firstly, it aims at improving the teacher own practice by identifying strengths and weaknesses for further professional development, i.e. the improvement function. It helps teachers to learn about, relied on and

adjusts to their practice. Secondly, it holds teachers accountable for their achievement in ensuring that students learn, i.e. the accountability function. It ensures achievement-based career advancement and salaries, bonus pay, or the possibility of sanctions for underperformance and usually involves evaluating performance at nodal points in a teacher's career. Combining both the improvement and accountability into a single teacher assessment process raises difficult challenges. When evaluation is oriented towards the improvement of practice within schools, teachers are willing to reveal their self-identified weaknesses, in the expectation that conveying that information will lead to more efficient decisions making on developmental needs and training (Organization for Economic Co-operation and Development (OECD, 2017).

According to Organization for Economic Co-operation and Development (2017) who posited that professional development of teachers are activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Yalew (2017) indicated that professional development builds the capacity of teachers to advance the goals of the educational systems. He further opined that learning how to teach and teaching to become an good teacher is a long process that requires not only the development of practical and complex skills under the guidance and supervision of experts, but also the acquisition of specific knowledge and promotion of certain attitudes, ethical values and commitment.

Classroom management is described as procedures that stimulate and maintain an orderly learning environment (Eggen & Kauchak, 2020). Indeed, the most crucial objectives of a teacher is to organize the classroom well (Marzano, Marzano & Pickering, 2020).

Classroom management strategy is a tool that the teachers should use to create an enabling environment, ranging from activities to improve teacher-student relationships to rules to regulate students' behavior. Classroom management strategies should be planned, be thoughtful and in consonance with curricula fidelity. It is necessary to prioritize curricula fidelity when choosing classroom management strategies. Though, some classroom management strategies focus more on setting clear rule and transitions. Classroom management strategies should maintain organization of the classroom and learners, but not to change the content of the lessons or the fidelity of the curricula. Emmer and Stongh (2015) has stated that the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Brophy (2020) opined that classroom organization is the action taken to maintain a good learning situation conducive to successful instruction.

Pederson-Seelye (2014) argued that effective classroom organization procedure promotes independent learning and success for all students in classrooms which are productive, orderly and pleasant. Arogundade and Bolarinwa (2014) opined that poor motivation, inadequate physical facilities, poor teacher-student relationship and teacher's work environment in terms of conducive environment are major obstacles to efficient classroom management.

Proactive classroom management strategies focus on implementation of strategies that would emphasize on how learners should behave in the classroom and how to make the classroom as predictable as possible to prevent disruptive behaviour. Effective classroom management is significant to all teachers. It entails all aspects of what is going on in the classroom. Not only

does classroom management include how the teacher delivers the curriculum, but also how the learners interact with the teachers. Classroom management includes elements of discipline, but focuses on creating a peaceful learning situation that is Portable, organized, engaging and respectful for both the teacher and learners.

Academic performance is a term used while assessing a learner's success in school which is measured through reports, examinations, researches, ratings and test with numerous factors or variable exerting effects (Okegbile. 2019). Poor academic achievement has been of concern to many stakeholders in the educational system. The large failure of learners can be traced to many factors that could be categorized into the domains of schools, government, parents, students, teachers, language of instruction and society. Moreover, the causes of mass failure of students in public examinations are multi-dimensional in nature (Ogundele, Olanipekun & Aina, 2014). They further opined that high failure in academic performance of students in Nigeria is no longer news in the recent years.

The problem of professional development and classroom management is not related to teacher instruction only, but also to the level and quality of training. Both the academic level achieved and the quality of the professional training received, contribute to the competence of a teacher. Therefore, the use of student achievement as a gauge of teaching effectiveness is reasonable and appropriate and one could say that students learning are the most important criterion by which teachers are evaluated. Improving teaching practice by improving teachers' knowledge is essential if the quality of education and most particularly primary and secondary education in the developing world is to improve. Therefore, this study sought to find out teachers' assessment of influence of professional development, classroom management strategies on academic performance of students in Secondary Schools in Delta and Edo States.

Statement of the Problem

As a result of low level of academic performance of learner most especially in external examinations, many scholars tend to shift the problem to inadequate finance from the government. However, these may not be the notable reasons for students' failure in examinations. Students' poor performance might be an indication of teachers' inadequacy of current teaching methods and inability to apply current learning technology and classroom management strategies for which they require professional training. The question is, are public secondary school teachers committed to professional development? Therefore, the focus of this study is to examine teachers' assessment of influence of professional development, classroom management strategies on academic performance of students in Secondary Schools in Delta and Edo States.

Research questions

The following research questions guided the study:

1. What is teachers' assessment of the influence of professional development on academic performance of students?
2. What is teachers' assessment of the influence of classroom management strategies on academic performance of students'?

Hypotheses

The following hypotheses were formulated for the study:

1. There is no significant relationship between teachers' assessment of professional development and academic performance of students.
2. There is no significant relationship between teachers' assessment of classroom management strategies and academic performance of students.

Purpose of the Study

The main purpose of this study is to investigate teacher's assessment of influence of professional development, classroom management strategies on academic performance of students in Secondary Schools in Delta and Edo States, Specifically, the study seeks to:

1. Ascertain teachers' assessment of the influence of professional development on academic performance of students.
2. Examine teachers' assessment of the influence of classroom management strategies on academic performance of students.

Methods and Procedures

The design used for the study was ex-post facto and was descriptive in nature.. The population of the study was made up of all public secondary schools teachers in Delta and Edo States. There are four hundred and thirty six (436) Public Secondary Schools in Delta State with 13,451 teachers while Edo State has 259 Public Secondary Schools with a total of 7,353 teachers. Hence, the total population consisted of 20,804 teachers. (Post Primary Education Board, Asaba and Benin-City, 2020)The sample used was 2,080 teachers drawn from 68 schools according to senatorial district both in Delta and Edo States through the stratified random sampling technique. The instrument used for data collection was the questionnaire. A four point Likert type rating scale of strongly agree (4 points) Agree (3 points) disagree (2) and strongly disagree (1 point) was provided for the respondents to make their responses. The instrument has face and content validity. The Split-half method was used to determine the reliability of instrument. The spearman correlation coefficient was used in analyzing it, which gave a value of 0.96reliability coefficient. The data collected were analysis with Mean and Standard Deviation for the research questions while the Pearson Product Moment Correlation was used for the hypotheses. A mean of 2.50 was adopted as the agreement level of the items.

Presentation of Results

Answering of the research questions and testing the hypotheses

Research Question 1

What is teachers' assessment of the influence of professional development on academic performance of students? *

Table 1: Mean rating of Teachers' Assessment of the influence of Professional Development on Academic performance of students.

S/N o	Items	Mean	Decision
1	Professional development of teachers" enhances academic performance of students.	3.29	Accepted
2	Teachers' exposure through their professional development increase academic performance of students.	2.90	Accepted
3	The essence of teachers' professional development is the prompt enhancement of the right learning outcomes.	3.15	Accepted
4	Teachers who are professionally developed instill the right learning in the minds of the students.	2.95	Accepted
5	Professionally developed teachers used different strategies to make students perform well.	2.98	Accepted

Source: Computed from Fieldwork, 2020

Table 1 showed that the respondents accepted all the items. They accepted all the items since their mean responses were above 2.5 which is the acceptance level. This means that professional development of teachers enhances academic performance of students, teachers' exposure through their professional development increase academic performance of students, the essence of teachers' professional development is the prompt enhancement of the right learning outcomes, teachers who are professionally developed instill the right learning in the minds of the students and professionally developed teachers used different strategies to make students perform well.

Hypotheses 1: There is no significant relationship between teachers' assessment of professional development and academic performance of students.

Table 2: Summary of Correlational Coefficient Analysis on Teachers' Assessment of Professional Development and Academic performance of students

Variable	N	Mean	SD	r-value	p-value	Decision
Professional Development	2080	15.26	2.22			
Academic performance of students	2080	60.34	8.02	0.442	0.047	Rejected

α = 0.05 Sources: Computed from Fieldwork, 2020

Table 2 showed the summary of correlational coefficient analysis on teachers' assessment of professional development and academic performance of students. It showed r-value of 0.442 and a p-value of 0.047. Testing at an alpha level of 0.05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This means that there is a significant relationship between teachers' assessment of professional development and academic performance of students.

Research Question 2

What is teachers' assessment of the influence of classroom management strategies on academic performance of students?

Table 3: Mean rating of Teachers' Assessment of the influence of Classroom Management Strategies on Academic performance of students.

S/No	Items	Mean	Decision
1	Classroom management strategies enhance academic performance of students.	2.92	Accepted
2	Teachers' effective classroom management stands out to produce students that will have high educational achievement.	2.94	Accepted
3	Classroom management is the progression of strategies that teachers utilize to promote order and learning	2.73	Accepted
4	High academic performance of students is promoted through good classroom management.	2.99	Accepted
5	Effective classroom management begins with mutual respect and interpersonal relationships to improve students' achievement and teacher self-efficacy.	2.91	Accepted

Source: Computed from Fieldwork, 2020

Table 3 showed that the respondents accepted all the items. They accepted all the items since their mean responses were above 2.5 which is the acceptance region. This means that classroom management strategies enhance academic performance of students, teachers' effective classroom management stands out to produce students that will have high educational achievement, classroom management is the progression of strategies that teachers utilize to promote order and learning, high academic performance of students is promoted through good classroom management and effective classroom management begins with mutual respect and interpersonal relationships to improve students' achievement and teacher self-efficacy.

Hypothesis 2: There is no significant relationship between teachers' assessment of classroom management strategies and academic performance of students.

Table 4: Summary of Correlational Coefficient Analysis on Teachers' Assessment of Classroom Management Strategies and Academic performance of students

Variable	N	Mean	SD	r-value	p-value	Decision
Classroom Management Strategies	2080	14.50	2.22			
Academic performance of students	2080	60.34	8.02	0.41	0.39	Rejected

$\alpha = 0.05$ Source: Computed from Fieldwork, 2020

Table 4 showed the summary of correlational coefficient analysis on teachers' assessment of classroom management strategies and academic performance of students. It showed r-value of 0.041 and a p-value of 0.039. Testing at an alpha level of 0.05, the p-value is less than the alpha level. Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between teachers' assessment of classroom management strategies and academic performance of students

Discussion of Results

Results from research question 1 revealed that professional development of teachers has influence on academic performance of students. It was observed that professional development of teachers enhances academic performance of students, teachers' exposure through their professional development increase academic performance of students, the essence of teachers' professional development is the prompt enhancement of the right learning outcomes, teachers who are professionally developed instill the right learning in the minds of the students and professionally developed teachers used different strategies to make students perform well. Furthermore, the result from hypothesis 1 in table 2 revealed that there is a significant relationship between teachers' assessment of professional development and academic performance of students. This implies that professional development contribute to academic performance of students. This is related to the study carried out by Organization for Economic Co-operation and Development (2017) who posited that professional development of teachers are activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Yalcw (2014) indicated that professional development builds the capacity of teachers to advance the goals of the educational systems. He further opined that learning how to teach and teaching to become an good teacher is a long process that requires not only the development of practical and complex skills under the guidance and supervision of experts, but also the acquisition of specific knowledge and promotion of certain attitudes, ethical values and commitment.

Results from research question 2 in table 3 showed that classroom management strategies influence academic performance of students. It was revealed that classroom management strategies enhance academic performance of students, teachers' classroom management stands out to produce students that will have high educational achievement, classroom management is the progression of strategies that teachers utilize to promote order and learning, high academic performance of students is promoted through good classroom management and effective classroom management begins with mutual respect and interpersonal relationships to improve students' achievement and teacher self-efficacy. The result from hypothesis 2 in table 4 revealed that there is a significant relationship between teachers' assessment of classroom management strategies and academic performance of students. This implies that classroom management strategies contribute to academic performance of students. This is related to the study carried out by Emmer and Stongh (2015) who stated that the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Pederson-Seelye (2014) argued that effective classroom organization procedure, promote independent learning and success for all students in classrooms which are productive, orderly and pleasant. Arogundade and Bolarinwa (2014) opined that poor motivation, inadequate physical facilities, poor teacher-student relationship and teacher's work environment in terms of conducive environment are major obstacles to efficient classroom management.

Conclusion

The major conclusions reached from the results were that professional development of teachers has influence on academic performance of students. Classroom management strategies were related to academic performance of students.

Recommendations

Based on the results of this study, the following recommendations were made:

1. Teachers' professional development should be adopted as a practice in Delia and Edo States to help teachers improve in their teaching.
2. Workshops and seminars should be organized to train teachers on effective classroom management practices.
3. The government at all levels and its agencies on education should encourage teachers in their quest for acquisition of professional development through financial support.

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