

TEACHER PROFESSIONAL DEVELOPMENT PRACTICES AS PREDICTORS OF CLASSROOM MANAGEMENT AND ADMINISTRATIVE TASK PERFORMANCE IN SENIOR SECONDARY SCHOOLS, SOKOTO STATE, NIGERIA

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Abstract

This study examined teacher professional development practices as predictors of classroom management and administrative task performance in senior secondary schools in Sokoto State, Nigeria. Correlational survey research design was adopted. Two hypotheses were tested at .05 level of significance. The population consisted of 3,463 teachers and administrators, from which 360 participants were proportionately selected across six education zones. Precisely 360 questionnaires were administered while 352 were found usable representing a return rate of 98%. Data were collected using three researcher developed instruments: (i) Teacher Professional Development Rating Scale (TPDRS), (ii) Teacher Classroom Management Rating Scale (TCMRS) and (iii) Teacher Administrative Task Performance Rating Scale (TATPRS). The instruments were validated yielding 0.89 for TPDRS, 0.86 for TCMRS and 0.81 for TATPRS respectively. Also reliability index was established through test-retest method at two-week interval with coefficients of 0.89, 0.86 and 0.81 respectively. Data were analyzed using Pearson Product Moment Correlation. The findings revealed a strong, positive, and significant relationship between teacher professional development and classroom management in senior secondary schools in Sokoto State. Similarly, there was a strong, positive, and significant relationship between teacher professional development and teachers' administrative task performance. Based on the findings, it was recommended that training programme meant for

secondary school teachers should prioritize classroom management strategies in order to create conducive learning environment in the classroom. Also school management should ensure that teachers attend professional development programmes that can improve administrative competencies such record keeping and ICT based documentation.

Keywords: Teacher Professional Development, Classroom Management, Teacher Administrative Task Performance, Secondary Schools

Introduction

Teacher factor is a critical factor in the effectiveness of educational systems and the achievement of desired learning outcomes. In recent years, increasing attention has been paid to teacher factor due to concerns about declining learning outcomes, accountability pressures, and the need for quality assurance in education. Studies have consistently shown that teacher factor significantly influence students' academic achievement, attitudes, and overall school effectiveness (OECD, 2021). Precisely, teacher factor could be multidimensional and encompasses several interrelated indicators that reflect teachers' core responsibilities within the school system. These indicators commonly include effective classroom management; appropriate student evaluation practices, efficient handling of administrative tasks, and mastery of subject matter.

Recent studies emphasizes that effective classroom management and administrative task performance enables educators and other professionals to remain relevant adaptive and effective in fulfilling their roles (Darling-Hammond et al., (2020). Broadly, professional development comprises several key indicators through which learning and skill enhancement are achieved. These components include participation in conferences, workshops, seminars, in-service training programmes, and short-term courses. Conference provides exposure to new research findings and global best practices, while workshops emphasize hands-on skill acquisition and problem-solving. Seminars offer focused discussions on specific professional issues and emerging trends. Collectively, these indicators create structured opportunities for knowledge sharing, collaboration, reflection and professional growth (Desimone & Garet, 2019). The nexus between teacher professional development practices classroom management and administrative task performance has become a critical concern in senior secondary schools in Sokoto State.

Teacher Professional Development (TPD) and classroom management are widely acknowledged in educational literature as interrelated constructs that significantly influence teaching effectiveness and students' learning outcomes. Classroom management refers to the strategies and practices teachers use to create and maintain an orderly, supportive, and productive learning environment. Teacher professional development encompasses structured and continuous activities aimed at improving teachers' pedagogical knowledge, skills, and attitudes. Scholars have consistently emphasized that effective classroom management does not occur by chance but is largely a product of teachers' ongoing professional learning and reflective practice (Darling-Hammond et al., 2017; Emmer & Sabornie, 2015).

Professional development that directly addresses practical classroom challenges equips teachers with adaptive management and instructional skills, which are crucial for maintaining productive learning environments. Opfer and Pedder (2021) argue that when professional learning focuses on real classroom problems, teachers acquire strategies to reduce instructional disruptions, manage diverse behaviors, and enhance student engagement. According to Ojo and Adu (2020), professional development programs that integrate classroom management modules significantly improve teachers' ability to handle disciplinary issues. They stated that teachers exposed to modern management techniques such as positive reinforcement and collaborative rule-setting tend to experience fewer classroom disruptions. This indicates that professional development directly contributes to improved behavioral outcomes in schools.

Teacher administrative task performance and teacher professional development are widely acknowledged as critical pillars for effective school functioning and sustainable improvement in student learning outcomes. Administrative responsibilities assigned to teachers go beyond classroom instruction and include planning academic activities, maintaining accurate records, preparing reports, participating in decision-making processes, and ensuring compliance with institutional and policy guidelines (Kraft & Papay, 2021). These administrative tasks contribute to organizational efficiency, accountability, and continuity in school operations. At the same time, teacher professional development represents a structured and continuous process through which teachers acquire new knowledge, skills, attitudes, and competencies necessary to meet evolving educational demands (Darling-Hammond et al., 2020). When administrative task performance is supported by relevant professional development, teachers are better positioned to function effectively within complex school systems and contribute meaningfully to institutional goals. Similarly, Opfer and Pedder (2021) found that teachers who regularly engage in structured professional learning demonstrate improved efficiency in handling administrative responsibilities, which in turn supports instructional planning and student monitoring. These findings suggest that professional development should not be narrowly focused on pedagogy alone but should also address the administrative dimensions of teachers' roles to ensure balanced professional competence.

Daisy (2024), examined professional development and classroom management strategies among teachers in the Schools Division of Iloilo, Philippines. The study aimed to determine how engagement in professional development influences teachers' ability to manage classrooms effectively and implement performance-enhancing instructional strategies. The findings revealed that teachers demonstrated high levels of participation in professional development programs and correspondingly exhibited strong classroom management strategies. Based on these findings, the study concluded that professional development plays a critical role in supporting effective classroom management and improving overall teacher performance. Consequently, the study recommended that school administrators and policymakers design professional development programs that are targeted, context-sensitive, and continuously updated to address emerging classroom challenges.

Eze, (2024) examined Teachers' Professional Development and Effective Teaching of History in Senior Secondary Schools in Imo State. The findings revealed a significant positive relationship, indicating that teachers who actively participated in professional development programs demonstrated improved classroom management skills and overall instructional

effectiveness. Specifically, these teachers were better able to organize lessons, manage student behavior, and create an engaging learning environment that facilitated students' understanding of history. The study highlighted that professional development not only enhances teachers' content knowledge but also equips them with practical skills and strategies to address classroom challenges, leading to more effective teaching outcomes.

Smith and Adeyemi (2019) examine the effect of structured professional development on teachers' administrative task performance in 30 public secondary schools in Ekiti State. Findings revealed that teachers who participated in structured professional development programs exhibited significantly improved administrative task performance compared to their counterparts who did not undergo such training. The study revealed that these teachers were more efficient in completing administrative duties, including maintaining accurate student records, preparing reports, managing lesson documentation, coordinating extracurricular activities, and ensuring timely communication with school management. Analysis using t-tests and ANCOVA confirmed that the improvements in administrative performance were statistically significant; indicating that professional development directly contributes to teachers' competence in handling both instructional and administrative responsibilities. Based on these findings, the study concluded that structured professional development is a key driver of effective administrative task performance among secondary school teachers in Ekiti State. It emphasized that consistent engagement in such programs equips teachers with the skills, knowledge, and confidence necessary to perform administrative functions efficiently, which in turn supports overall school effectiveness.

Zhang, Olufemi and Nkosi (2020) investigate the relationship between teacher professional development participation and administrative task performance in urban primary schools in South Africa. Results revealed that teachers who actively participated in professional development programs demonstrated significantly higher administrative task performance compared to those with limited or no participation. Specifically, the study showed a strong positive correlation ($r = 0.72$, $p < 0.01$) between professional development participation and the effectiveness with which teachers performed administrative duties such as record keeping, lesson planning documentation, student assessment management, and reporting tasks. Regression analysis further indicated that participation in professional development significantly predicted administrative task performance, accounting for a substantial proportion of variance in teachers' administrative effectiveness.

A UNICEF-supported Educate A Child (EAC) intervention in Sokoto State reported that many teachers lacked adequate instructional skills, classroom management, record keeping and effective lesson delivery, which are core indicators of low productivity. This implies that teachers demonstrated deficiencies in classroom management, instructional delivery, pedagogical competence, record keeping and administrative task, which are central components of teacher productivity (UNICEF, 2021). Not only that World Bank-supported education assessment covering Northern Nigeria identified Sokoto State as having very weak internal efficiency in education, with poor learning outcomes strongly associated with low teacher subject mastery, weak instructional delivery, and inadequate classroom management. The report noted that pupils in Sokoto State perform poorly in literacy and numeracy because teachers often lack strong content knowledge and struggle to deliver lessons effectively (World

Bank, 2018). Consequences to this could pose serious challenges to educational quality, human capital development, and the achievement of secondary education objectives. Addressing this problem requires deliberate and evidence-based interventions that prioritize structured, regular, and context-specific professional development for teachers. This gap underscores the need for the present study.

The main purpose of this study is to examine teacher professional development practices as predictors of classroom management and administrative task performance in senior secondary school in Sokoto state, Nigeria. Specific objectives are to find out;

1. The relationship between teacher professional development practices and classroom management in senior secondary schools in Sokoto State, Nigeria.
2. The relationship between teacher professional development practices and administrative task performance in senior secondary schools in Sokoto State, Nigeria.

The following hypotheses were tested at .05 level of significance

H₀₁: There is no significant relationship between teacher professional development practices and classroom management in senior secondary schools in Sokoto state, Nigeria.

H₀₂: There is no significant relationship between teacher professional development practices and administrative task performance in senior secondary schools in Sokoto state, Nigeria.

Method

The study employed correlational survey research design. Correlational survey design is appropriate when the researcher wants to find out whether a relationship exists between two or more variables and how strong that relationship (Franenkel *et al.*, 2019). The population of this study consists of all the teachers and administrators (Principals, vice principals and Heads of Department) of senior secondary schools in Sokoto State. There are 161 Public Senior Secondary Schools controlled by Teachers Service Board (TSB) across the six educational zones with 3463 teachers. The sampling technique employed is stratified proportionate sampling techniques in order to select and distribute the participant and to ensure smooth distribution, 30 schools were selected across the six education zones. Sample size of 360 participants were proportionately selected across the six education zones (210 teachers and 150 administrators) with Research Advisor Table 2006 as a guide. Precisely proportionate sampling makes sure that each subgroup in the population is represented according to its size. This reduces bias and provides more accurate results for the whole population (Kothari, 2019). Precisely, 360 questionnaires were administered but only 352 questionnaires were returned and found usable. This represents a return rate of 98%. Three researcher developed used are used for data collection. The instruments are four – point rating scale of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. The instruments are named as follows; (i) Teacher Professional Development Rating Scale (TPDRS); (ii) Teacher Classroom Management Rating Scale (TCMRS); and (iii) Teacher Administrative Task Performance Rating Scale (TATPRS). In order to validate the instruments, the questionnaires were submitted to the supervisory team of the research and other experts in the Department of Educational Management, Faculty of Education, Sokoto State University for their inputs and

suggestions. Thereafter the corrections were effected. Content Validity Index (CVI) of Teacher Professional Development Rating Scale (TPDRS) was 0.89 and Teacher Classroom Management Rating Scale (TCMRS) was 0.81 while Teacher Administrative Task Performance (TATPRS) was 0.86 (TPRS) respectively. To determine the reliability of the instrument of this study, a Test-Retest reliability method was employed. A total of 20 copies of the questionnaires were distributed and collected from a school that is not part of the sample, namely Sani Dingyadi Unity Secondary School, Sokoto. The same exercise was repeated exactly two weeks later with the same set of respondents at the same venues. The two sets of results were then correlated using Pearson Product Moment Correlation (PPMC) statistical analysis yielding reliability indices of 0.88 for the Teacher Professional Development Rating Scale (TPDRS) and 0.85 for Teacher Classroom Management Rating Scale (TCMRS) and 0.87 for Teacher Administrative Task Performance (TATPRS), indicating a high level of consistency and reliability for the instruments. Data collected were subjected to inferential statistical analysis of Pearson Product Moment Correlation Coefficient (PPMC) to test the hypotheses at .05 level of significance with the aid of SPSS (Statistical Package for Social Sciences).

Results

Hypothesis One: There is no significant relationship between teacher professional development Practices and classroom management in senior secondary schools in Sokoto State.

Table 1: Pearson Product Moment Correlation statistics showing relationship between teacher professional development and classroom management in senior secondary schools in Sokoto State.

Variables		N	Mean	Std.Deviation	r-Cal	p-Value	Decision
Teacher Professional Development		352	2.64	.991	.973**	.000	H ₀ Rejected
Classroom Management		352	2.67	.998			

($\alpha = .05$)

Table 1 is a Summary Table Showing Pearson Product Moment Correlation (PPMC) Analysis for Relationship Between Teacher Professional Development and Classroom Management in Senior Secondary Schools in Sokoto State.

The result presented in table 1 shows a strong and statistically significant positive relationship between teacher professional development and classroom management in senior secondary schools in Sokoto State, with a correlation coefficient of $r(352) = .973^{**}$, $p < .05$. This finding underscores the significant association between teacher professional development and classroom management in senior secondary schools in Sokoto State as the p-value is below the threshold of 0.05. Therefore, the null hypothesis (H₀₁), which posited that no significant relationship exists between teacher professional development and classroom management in senior secondary schools in Sokoto State, Nigeria was rejected. This implies that effective teacher professional development plays a critical role in enhancing classroom management in

senior secondary schools in Sokoto State. The very high positive correlation suggests that teachers who regularly participate in workshops, seminars, in-service training, and other professional development programmes are more likely to possess improved classroom control strategies, better communication skills, and effective instructional management techniques, which contribute to a conducive learning environment and improved student behaviour. This further indicates that investment in teachers' continuous professional growth can significantly strengthen teaching effectiveness.

Hypothesis Two: There is no significant relationship between teacher professional development practices and teacher administrative task performance in senior secondary schools in Sokoto State.

Table 2: Pearson Product Moment Correlation statistics showing relationship between teacher professional development and teacher administrative task performance in senior secondary schools in Sokoto State.

Variables		N	Mean	Std.Deviation	r-Cal	p-Value	Decision
Teacher Professional Development		352	2.63	1.016	.864**	.000	H ₀ Rejected
Teacher administrative task performance		352	2.71	1.011			

($\alpha = .05$)

Table 2 is a Summary Table Showing Pearson Product Moment Correlation (PPMC) Analysis for Relationship Between Teacher Professional Development and Teacher Administrative Task Performance in Senior Secondary Schools in Sokoto State.

The result presented in table 2 shows a strong and statistically significant positive relationship between teacher professional development and teacher administrative task performance in senior secondary schools in Sokoto State, with a correlation coefficient of $r(352) = .864^{**}$, $p < .05$. This finding underscores the significant association between teacher professional development and teacher administrative task performance in senior secondary schools in Sokoto State as the p-value is below the threshold of 0.05. Therefore, the null hypothesis (H_{02}), which posited that no significant relationship exists between teacher professional development and teacher administrative task performance in senior secondary schools in Sokoto State, Nigeria was rejected. This implies that teacher professional development significantly contributes to improved administrative task performance among teachers in senior secondary schools in Sokoto State. The strong positive relationship indicates that teachers who participate in continuous professional development programmes are better equipped with organizational, record-keeping, reporting, planning, communication, and time-management skills necessary for effective administrative responsibilities within the school system. This suggests that professional training enhances not only instructional competence but also teachers' efficiency in carrying out administrative duties that support effective school management and overall educational productivity. Based on this finding, it is suggested that school administrators, educational authorities, and government agencies should strengthen policies and programmes

that promote regular professional development opportunities for teachers, particularly in areas related to school administration and management.

Summary of Findings

Findings of this study are as stated below:

1. There is strong, positive and significant relationship between teacher professional development practices and classroom management in senior secondary school in Sokoto State.
2. There is strong, positive and significant relationship between teacher professional development practices and teacher administrative task performance in senior secondary school in Sokoto State.

Discussion of the Findings

This study investigates teacher professional development practices as predictors of classroom management and administrative task performance in senior secondary school in Sokoto state, Nigeria. Results were discussed in accordance with the hypotheses as presented below;

Finding in table 1 revealed a strong, positive, and significant relationship between teacher professional development practices and classroom management in senior secondary schools in Sokoto State. This finding indicates that teachers who actively participate in professional development programmes such as workshops, seminars, conferences, mentoring, and in-service training are more likely to develop effective classroom management skills. The implication of this finding is that improvement in teacher professional development can significantly enhance classroom orderliness, students' participation, teacher-student interaction, and overall instructional effectiveness in secondary schools. The finding corroborates the work of Daisy (2024), that continuous teacher professional development enhances teachers' instructional competence and classroom management effectiveness by exposing them to innovative teaching practices and contemporary educational strategies. Similarly, the finding resonates with the submission of Eze (2024), that teachers who regularly engage in professional development programmes demonstrate higher levels of productivity, effective classroom control, and improved teaching performance in secondary schools. Therefore, the present finding connotes that sustained investment in teacher professional development is essential for strengthening classroom management competencies and improving the quality of teaching and learning in senior secondary schools in Sokoto State.

Finding in table 2 revealed a strong, positive, and significant relationship between teacher professional development and teacher administrative task performance in senior secondary schools in Sokoto State. This finding implies that teachers who engage in continuous professional development activities are more likely to demonstrate improved efficiency in carrying out administrative responsibilities such as lesson planning, record keeping, attendance documentation, examination processing, communication duties, and reporting tasks. The implication is that strengthening teacher professional development will significantly enhance administrative efficiency, reduce errors in documentation, improve accountability, and promote smoother school operations, thereby contributing to overall school effectiveness. The

finding corroborates the work of Anho (2022), that teachers' job performance, particularly in administrative responsibilities such as record keeping, planning, and instructional coordination, improves significantly when teachers are exposed to continuous professional development and structured training opportunities. Similarly, the study resonates with the submission of Luke (2024), that principals' administrative strategies and teachers' professional growth opportunities are strongly linked to improved teacher productivity and administrative effectiveness in secondary schools. In the same vein, the findings support the ideas of Smith and Adeyemi (2019), that administrative effectiveness in schools is largely dependent on the development of staff competencies through sustained training and capacity-building programmes. Therefore, the present finding connotes that continuous investment in teacher professional development is essential for strengthening administrative task performance, improving school organization, and enhancing the overall efficiency of secondary education delivery.

Conclusion

The study established that teacher professional development has a positive, and significant relationship with teacher classroom management and administrative performance. This means that improvement in professional development practices are likely to lead to substantial enhancements in classroom management and administrative efficiency. Consequently, the study concludes that teacher professional development is a critical determinant of teacher effectiveness and overall school performance and that strengthening it through consistent training, capacity-building initiatives, and institutional support will significantly improve teacher classroom management and administrative task performance and subsequently lead to enhanced educational outcomes in senior secondary schools in Sokoto State.

Recommendations

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

1. Teachers should be encouraged to attend professional development programmes targeted on classroom management. Training programmes mean for secondary school teachers should prioritize classroom management strategies, including behaviour control techniques, learner engagement methods and positive disciplinary approaches. This will help teachers create more conducive and well-structured learning environments in the classroom.
2. School management should ensure that, teacher attends professional development programmes that can improve administrative competencies such as record keeping, time management, ICT-based documentation and reporting systems. This will improve efficiency and accuracy in school administrative processes and subsequently lead to improved educational outcomes.

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