

## Effect of Teachers' Professional Development on Classroom Management at Higher Secondary Level

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### Abstract

Since effective pre- and in-service teachers' professional development (TPD) on classroom management (CM) as an organizational and instructional factor practiced in school classrooms is important in providing adequate practical knowledge on how teachers can prevent, control, and manage student disruptive behaviours in lessons, student conduct in classrooms, and proactively supervise and manage disruptive behaviours to promote positive learning environment and student conduct in classrooms. Effective professional development interventions build teachers' knowledge and actual use of appropriate and positive classroom expectations, effective behavioral repertoire, and effective instructional practices. Professional development focuses thus on the strengthening of these competencies to assure that plan for dealing with these challenges can be implemented and learners supported in the classroom. The purpose of the study to ascertain the extent of professional development and classroom management, impact and interaction between PD and CM. The population included all higher secondary schools and colleges. Convenience and purposive sampling were used, though, the technique used in the research was multistage sampling. The tools used in the study were questionnaire. Quantitative data was analyzed using arithmetic mean, standard deviation, Pearson's coefficient of correlation and simple regression analysis. Statistical data analysis was done using Statistical Package for the Social Sciences. The study findings showed teachers' PD had highly significant effect on CM at higher secondary level.

**Keywords:** Teachers' professional development, classroom management, higher secondary level

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### Introduction

Managing a classroom is one of the most crucial things in the teaching learning process. All the techniques and strategies that teachers use to engage students, for discipline, and create positive learning environment are inclusive of it. Teacher training as one of the education

quality enhancement measures is another factor which determine classroom management. This paper uses the argument that enhances the understanding of how professional development influences classroom management strategies and the importance of the relationship effects of the key ingredients of different professional development efforts, and consequent impact on classroom (Wilkinson, et al., 2020). For example, to give teachers an understanding of current best practices and research in instructions and classroom management, as well as to update professions, professional development is required. This article equips educators with the knowledge and skills required to address the diverse needs of their learners while implementing changes and launching new curricula and technologies (Simonsen, et al., 2020). Further, professional development emphasizes teachers' continuous education, once again, team work, and analysis of practice. Classroom management is such a sub competency is easily as a set of practice that must be learnt and enhanced through training and experience. Classroom management as a component of professional development is, therefore, crucial but requires specialization in that area. In the list of these professional development courses the educators receive the knowledge necessary to handle aggressive and troublesome students, and establish the structural rules within the classroom environment for successful learning. Pre-service teachers may demonstrate believable comprehension of behavior issue prevention, and expert handling of behavioral problems while implementing lessons (Freeman, et al., 2018).

Effective professional development programs, according to Oliver & Reschly (2007), have a few essential elements in common that increase their influence on classroom management strategies: PD ought to be closely tied to the difficulties teachers have in the classroom. Teachers are better able to apply what they learn to their particular situations when they receive practical, hands-on training that incorporates real-life scenarios and case studies (Hirsch, Lloyd, & Kennedy, 2019). One-time workshops are not as beneficial as ongoing professional development programs that incorporate coaching, mentoring, and follow-up meetings. With ongoing assistance, educators can improve their methods over time and get feedback on how they're doing. It is essential that educators get the chance to work together, exchange experiences, and grow from one another. Peer coaching models and professional learning communities (PLCs) can help to promote a network of support and enable this kind of idea sharing. It is critical to support educators in critically analysing their methods and identifying their own areas of strength and growth (Lazarides, Watt, & Richardson, 2020). Teachers who engage in reflective practice are better able to assimilate professional development material and modify their classroom management techniques. PD initiatives ought to be based on empirical research and best practices. In the classroom, strategies that have been shown to be successful by empirical research are more likely to yield favourable results (Marquez, et al., 2016).

Effectively planned and executed professional development can greatly enhance classroom management strategies. The main areas where PD affects classroom management are outlined in the following sections: Teachers can better comprehend the root causes of their

students' behaviour with the aid of professional development. Teachers can more effectively analyse and react to students' behaviour by knowing about socioemotional aspects, psychological theories, and child development (Hough, 2011). Teachers can address the underlying reason of a student's disruptive behaviour instead of just treating the symptoms when they recognise that the behaviour may be a result of external pressures. More patience and empathy are fostered by this greater knowledge, which results in more efficient management techniques. Professional development programs frequently highlight proactive classroom management techniques that stop problems before they happen (Slider, Noell, & Williams, 2006). These include laying down precise guidelines and protocols, having high standards, and fostering a supportive learning atmosphere in the classroom. Instructors have the ability to create captivating lectures that hold students' interest and limit chances for misbehaviour. They are also taught in the use of positive reinforcement and the development of solid connections between teachers and students, all of which are essential for upholding a polite and organised classroom. In every classroom, conflict will inevitably arise, but professional development can provide educators the tools they need to handle it positively (Mikami, Gregory, Allen, Pianta, & Lun, 2011). Teachers receive training on how to mediate disputes, defuse tensions, and apply restorative practices. By using these techniques, educators may resolve disputes amicably and fairly while fostering a cooperative and respectful school climate. In addition to reducing the amount of instructional time lost to disciplinary problems, effective conflict resolution promotes more concentrated and efficient learning (Popova, Evans, Breeding, & Arancibia, 2022).

Instructors who receive quality professional development report feeling more confident about their ability to handle the classroom. This self-assurance shows itself as a more collected and authoritative presence in the classroom, which pupils are likely to respect and react well to. Teachers who are well-prepared also endure reduced stress and burnout. They are more likely to enjoy their work and feel capable of handling obstacles, which enhances the learning environment in the classroom (Fairman, Smith, Pullen, & Lebel, 2022). There is a growing diversity of students in classrooms, representing a range of socioeconomic, linguistic, and cultural origins. Teachers can create classroom management techniques that respect and accommodate diversity by using culturally responsive practices with the aid of professional development. In order to create an inclusive environment where all students feel respected and supported, teachers learn to differentiate their approaches based on the unique requirements of each student (Rich, Mason, & O'Leary, 2021).

The beneficial effects of professional development on classroom management have been emphasised by numerous research. For example, in 2011, Marzano and Simms established that teachers receiving numerous professional development workshops and seminars focused on classroom management learned better how to manage learners' behavior. They also recorded enhanced performance among their students most probably motivated by the change of the learning environment. Similarly, PD in classroom management enhances students teacher

relationship and decrease on students' misbehavior while increasing on, as pointed out by Oliver and Reschly in 2007 meta analytic study. These outcomes show that teacher professional learning is vital for enhancing techniques used to address the class. Last, Smith and Gillespie (2023) conclude that professional development should always be incorporated in the management of classes. It provides educators with the training knowledge, skills, and confidence to create positive classrooms, employ preventative strategies, apply effective solutions to conflicts that arise, and to meet the needs of diverse students. Schools can help teachers grow professionally and eventually enhance student results by funding high-quality professional development programs (Brouwers & Tomic, 1999). Professional development has a significant impact on classroom management strategies, highlighting the value of ongoing education and assistance for teachers. The goals of this study are to determine the extent to which teachers' professional development and classroom management are present at the higher secondary level, as well as to investigate the impact that teachers' professional development has on classroom management at the higher secondary level.

## Methodology

In terms of methodology, the study makes use of a correlational approach. The purpose of this study was to conduct quantitative research that contributes to the evaluation of the impact that continuous professional development has on the management of classrooms at the higher secondary level. In the realm of quantitative research, the philosophical paradigm that is utilized is optimistic. All of the students who were enrolled in upper secondary education in the Lahore district, including public and private, made up the population. Thirty-three public upper secondary schools are included in the overall number of colleges (CIS, 2024), while the number of colleges is sixty-three. The total number of private colleges are 234 (HEC, 2024). First of all, the researcher divided all population in two strata (public/private) by using stratifies sampling technique. After that the researcher divided all population into three clusters according to their location by using cluster sampling technique. From each cluster 4 higher secondary schools, 5 public colleges and 7 private colleges selected according to simple random sampling technique. From each school and college, 6 students selected by using simple random sampling technique. Resultantly, the total sample was comprised of 288 students. The instrument of the study will be questionnaires. TPD questionnaire adapts by (Kausar, Liaqat, Shah, & Haroon, 2023) and CM questionnaire (Kausar, Abid, & Javeed, 2022) was used for data collection. Primary source of data was used in current research. To achieve the research objectives descriptive and inferential statistics was used. Statistical package for social science (SPSS) was used for data analysis. Mean, and standard deviation was used to find the answer of 1<sup>st</sup> research question, regression analysis was used to find the answer of 2<sup>nd</sup> research question and Pearson r was used to find the answer of 3<sup>rd</sup>.

## Data Analysis

Table 1 illustrates the sample description on the basis of mean and S.D. The professional development (M=1.79; SD=0.365) and classroom management (M=1.76; SD=0.32). When taken as a whole, the responses of the respondents indicated a level of agreement with the statement.

**Table 1: Sample description on the basis of mean and standard deviation**

| Variables                          | N   | Mean   | S.D.   |
|------------------------------------|-----|--------|--------|
| Teachers' professional development | 300 | 1.7937 | .36538 |
| Classroom management               | 300 | 1.7660 | .32762 |

Table 2 illustrates the professional development description on the basis of mean and standard deviation. According to the responses of the respondents, I feel confident teaching the grade level(s) I am currently assigned (M=1.51; SD=0.54), I have sufficient experience in teaching to address the needs of my students effectively (M=1.79; SD=0.59), my current level of education adequately prepares me for the challenges in my teaching role (M=1.63; SD=0.48), I need more professional development in areas such as classroom management, differentiated instruction, or technology integration (M=1.80; SD=0.52), I prefer receiving professional development through workshops, online courses, or peer collaboration (M=1.87; SD=0.76), I have clear goals for the skills or knowledge I want to develop through professional development (M=2.00; SD=0.91), I face barriers such as time constraints or lack of resources that prevent me from participating in professional development (M=1.79; SD=0.59), I have participated in various forms of professional development in the past year (M=1.92; SD=0.80), The professional development activities I have attended have been effective in improving my teaching practice (M=1.77; SD=0.62), I regularly apply new knowledge or skills from professional development in my classroom (M=1.87; SD=0.67). Overall, the response of the respondents reflected toward the level of agreement.

**Table 2: Level of Professional development**

| Items                                                                                                                              | N   | Mean | S.D. |
|------------------------------------------------------------------------------------------------------------------------------------|-----|------|------|
| I feel confident teaching the grade level(s) I am currently assigned.                                                              | 288 | 1.51 | .546 |
| I have sufficient experience in teaching to address the needs of my students effectively.                                          | 288 | 1.79 | .596 |
| My current level of education adequately prepares me for the challenges in my teaching role.                                       | 288 | 1.63 | .483 |
| I need more professional development in areas such as classroom management, differentiated instruction, or technology integration. | 288 | 1.80 | .526 |
| I prefer receiving professional development through workshops, online courses, or peer collaboration.                              | 288 | 1.87 | .763 |

|                                                                                                                               |     |      |      |
|-------------------------------------------------------------------------------------------------------------------------------|-----|------|------|
| I have clear goals for the skills or knowledge I want to develop through professional development.                            | 288 | 2.00 | .913 |
| I face barriers such as time constraints or lack of resources that prevent me from participating in professional development. | 288 | 1.79 | .595 |
| I have participated in various forms of professional development in the past year.                                            | 288 | 1.92 | .802 |
| The professional development activities I have attended have been effective in improving my teaching practice.                | 288 | 1.77 | .622 |
| I regularly apply new knowledge or skills from professional development in my classroom.                                      | 288 | 1.87 | .674 |

Table 3 illustrates the classroom management description on the basis of mean and standard deviation. According to the responses of the respondents, I establish clear expectations for student behavior in my classroom (M=1.96; SD=0.77), I effectively use positive reinforcement to encourage appropriate behavior (M=1.82; SD=0.78), I feel confident in managing classroom disruptions and maintaining a productive learning environment (M=1.69; SD=0.67), I consistently implement classroom routines and procedures that minimize behavioral issues (M=1.87; SD=0.61), I adapt my classroom management strategies to meet the needs of diverse learners (M=1.73; SD=0.49), I regularly communicate behavior expectations to students and provide feedback on their behavior (M=1.87; SD=0.56), I use strategies that promote student engagement and prevent off-task behavior (M=1.88; SD=0.49), I involve students in creating and upholding classroom rules and norms (M=1.78; SD=0.56), I feel supported by my school administration in managing classroom behavior (M=1.49; SD=0.66), I address behavioral issues in a way that is fair, consistent, and respectful to all students (M=1.57; SD=0.52) Overall, the response of the respondents reflected toward the level of agreement.

**Table 3: Level of classroom management**

| Items                                                                                                 | N   | Mean | S.D. |
|-------------------------------------------------------------------------------------------------------|-----|------|------|
| I establish clear expectations for student behavior in my classroom.                                  | 288 | 1.96 | .771 |
| I effectively use positive reinforcement to encourage appropriate behavior.                           | 288 | 1.82 | .785 |
| I feel confident in managing classroom disruptions and maintaining a productive learning environment. | 288 | 1.69 | .670 |
| I consistently implement classroom routines and procedures that minimize behavioral issues.           | 288 | 1.87 | .615 |
| I adapt my classroom management strategies to meet the needs of diverse learners.                     | 288 | 1.73 | .496 |
| I regularly communicate behavior expectations to students and provide feedback on their behavior.     | 288 | 1.87 | .563 |

|                                                                                                |     |      |      |
|------------------------------------------------------------------------------------------------|-----|------|------|
| I use strategies that promote student engagement and prevent off-task behavior.                | 288 | 1.88 | .494 |
| I involve students in creating and upholding classroom rules and norms.                        | 288 | 1.78 | .561 |
| I feel supported by my school administration in managing classroom behavior.                   | 288 | 1.49 | .662 |
| I address behavioral issues in a way that is fair, consistent, and respectful to all students. | 288 | 1.57 | .528 |

This effect of teachers' professional development on classroom management is illustrated in Table 4, which displays the effect. There were statistically significant differences between the groups, as indicated by the t-value of 19.931 and the p-value of 0.00 at the alpha level of 0.05 (Standardized Coefficients = 0.756). As a result, there was a statistically significant effect of teachers' professional development on the management of classrooms at higher levels of higher secondary education.

**Table 4: Effect of teachers' professional development on classroom management**

|     | Unstandardized Coefficients |            | Standardized Coefficients |         | t      | Sig. |
|-----|-----------------------------|------------|---------------------------|---------|--------|------|
|     | B                           | Std. Error | Beta                      | F       |        |      |
|     | .550                        | .062       |                           | 397.258 | 8.841  | .000 |
| TPD | .678                        | .034       | .756                      |         | 19.931 | .000 |

Dependent Variable: CM

In Table 5, the correlations between the primary variables that were employed in this investigation are shown. The Pearson product correlation between teachers' professional development and classroom management was found to be very positive and statistically significant ( $r=.756$ ,  $p>.000$ ). This was the case for both of these factors.

**Table 5: Relationship between teachers' professional development and classroom management**

|                          |                     | TPD    | CM     |
|--------------------------|---------------------|--------|--------|
| Professional development | Pearson Correlation | 1      | .756** |
|                          | Sig. (2-tailed)     |        | .000   |
|                          | N                   | 288    | 288    |
| Classroom management     | Pearson Correlation | .756** | 1      |
|                          | Sig. (2-tailed)     | .000   |        |
|                          | N                   | 288    | 288    |

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## Discussion

In Pakistan, higher secondary school teachers typically receive irregular and frequently insufficient professional development. While many teachers come across programs that are out-of-date or misaligned with their particular needs, some profit from pertinent and organised training. The long-term effects of these professional development initiatives are limited by the absence of continuing support, such as possibilities for mentorship or continual learning. Because of this, a lot of teachers find it difficult to implement new techniques in the classroom, which has the impact of barely improving student results and teaching methods (Arifin, Suryaningsih, & Arifudin, 2024). All things considered, instructors are not adequately prepared for successful instruction and efficient classroom management by the current options for professional development.

Higher secondary school classroom management in Pakistan varies greatly based on a number of factors, including socioeconomic backgrounds, school resources, and teacher preparation. Teachers use a variety of tactics in many higher secondary schools, particularly in metropolitan areas, to uphold order and foster a healthy learning environment. They frequently rely on routines, positive reinforcement, and well-defined rules. But problems still exist, especially in cramped classrooms where it can be hard to keep the peace and where instructors might not have access to chances for further professional development (Isa, Neliwati, & Hadijaya, 2024). Large class sizes and a lack of resources frequently compound these issues in rural schools, making effective classroom management even more difficult. Furthermore, rote learning and exam-focused instruction might occasionally take precedence over the necessity of fostering a stimulating and encouraging learning environment in the classroom, which makes management tasks even more challenging. Despite these obstacles, the significance of effective classroom management strategies as a basis for higher secondary students' learning and success is being increasingly acknowledged (Putra, Renaldo, Purnama, Putri, & Suhardjo, 2024).

Higher secondary classroom management is significantly impacted by teachers' professional development. Teachers who receive effective training are better able to engage pupils, uphold discipline, and foster a healthy learning environment. Professional development can result in more productive and orderly classrooms by strengthening teachers' abilities in areas including behaviour management, differentiated instruction, and conflict resolution (Zhou, Padrón, Waxman, Baek, & Acosta, 2024). This in turn creates an environment that is favourable for learning, enhancing student behaviour as well as academic results. In addition, continuous professional development assists educators in adjusting to evolving academic requirements,

guaranteeing that their approaches to classroom management continue to be efficient and applicable.

Since good training gives teachers the tools they need to keep their classrooms happy and productive, there is a critical relationship between higher secondary classroom management and teachers' professional development. Classroom management professional development programs can help teachers become more adept at setting clear expectations, controlling student behaviour, and implementing organised routines—all of which are critical to establishing a positive learning environment (Tushemerirwe, Richard, & Tutegyeize, 2024). Teachers who receive focused assistance and training are more equipped to deal with a variety of behavioural issues and actively involve students, which enhances classroom dynamics and improves academic results. Therefore, ongoing professional development is essential to improving instructors' methods for managing the classroom, which eventually helps both teachers and students.

### Conclusion

The purpose of the study to ascertain the extent of professional development and classroom management, impact and interaction between PD and CM. The population included all higher secondary schools and colleges. Convenience and purposive sampling were used, though, the technique used in the research was multistage sampling. All of the students who were enrolled in upper secondary education in the Lahore district, including public and private, made up the population. The total number of public higher secondary schools are 33 (SIS, 2024) and colleges are 63 (CIS, 2024). The total number of private colleges are 234 (HEC, 2024). Quantitative data was analyzed using arithmetic mean, standard deviation, Pearson's coefficient of correlation and simple regression analysis. Statistical data analysis was done using Statistical Package for the Social Sciences. Teachers' professional development plays a pivotal role in enhancing classroom management techniques at the higher secondary level, particularly in a diverse educational context like Pakistan. Effective training empowers teachers with the skills needed to create structured, engaging, and supportive learning environments, which are essential for student success. Addressing the existing gaps in professional development, such as the need for localized and sustained training, can significantly improve classroom dynamics and overall educational outcomes. Therefore, investing in continuous and relevant professional development is crucial for strengthening classroom management practices and fostering better learning experiences for students.

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