

**ANALYSIS OF THE PLACE OF PROFESSIONAL TRAINING ON EFFICIENT AND EFFECTIVE CLASSROOM MANAGEMENT PRACTICE: IMPLICATION FOR TEACHER ENGAGEMENT**

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***Abstract***

In most developing countries of the world where education is fast becoming a tool for economic and social development, the need to provide a solid ground for classroom management practice is becoming more evident. The classroom serves as the engine room for

teaching and learning. The classrooms need to be managed by professionally qualified teachers. However, due to dearth of professionally qualified teachers in many fields of endeavor, effectiveness and efficiency of the classroom practice is becoming questionable due to evidently poor results of learners. This is leading to wastage of both human and material resources which serve as inputs into the educational system. The purpose of this research is therefore to find out if professionally trained teachers are more efficient and effective in classroom management practices than the non-professional teachers in all the performance indicators used in measuring teachers' attainment of instructional objective within the classroom. A standardized instrument used in assessing teachers' classroom performance was used in designing a questionnaire to test a random sample of 300 professionally trained and non-professional teachers' efficiency and effectiveness on the six major performance indicators. Simple descriptive statistical tests such as percentages and means were used. The results showed that professionally trained teachers are efficient and efficient in lesson plan preparation, lesson presentation, classroom management and classroom evaluation. However, professionally trained teachers were found deficient in the use of chalkboard, class control, communication skills and teacher's personality. The results of this study stresses the need for trainers, school managers and administrators not to only emphasize on core professional areas during teachers' preparation to achieve for more effective and efficient classroom management practice.

**Keywords:** effective, efficient, professional training, classroom management practice, teacher's engagement, professionally trained teachers, non-professional teachers.

### **Introduction and Background to the Study**

In most developing countries, the field of education and especially the teaching profession has become an all-comers affair where graduates of various fields go into when job opportunities for their primary training is not available. Professional training or qualification is sometimes not given priority in recruiting teachers to teach at the primary, secondary and higher education levels. This is more so because of the dearth of professionally qualified teachers to handle some specialized areas in science and technical education. Apart from the

imminent negative consequences on the teaching profession, it is also becoming a factor in the failure to achieving the desired goal of the whole education enterprise.

As with all professions, operators are expected to be skilled in the tactics, procedures and definitive methods of carrying out tasks, assignments and operations that engenders attainment of system's objectives in both efficient and effective manner. When an employee who is not versatile in the professional demand of his calling is saddled with operating the system, a gap in efficiency and effectiveness of goal attainment may be imminent. In recent times, the quality of education products in developing nations has continued to dwindle. Among other factors that may be linked to this decline may be the issues of efficiency and effectiveness of the operators. The classroom which serves as the engine room of educational system must be manned by professionally qualified personnel if desired results are to be attained.

In the classroom, which serves as the operating theatre of the professional teachers, a lot of activities which are geared towards the attainment of instructional objectives are carried out by the teachers and the students. Effective and efficient classroom management practices and techniques are *sine-qua-non* for productive engagement between the teacher and the students. The teaching assignment involves consultation with the lesson plan, lesson presentation, classroom management, communication between the teacher and the students, evaluation of the lesson, and the teacher's comportment. An inexperienced or unqualified teacher may find it difficult to achieve results if proper capacity in classroom management is deficient.

In Nigeria, teacher training programs are categorized into different stages. In managing the primary school level, the Teacher's Grade II teaching certificate was the minimum in some States of the Federation before the minimum teaching qualification was elevated to the National Certificate in Education (NCE). Teachers with the NCE were initially prepared for the Junior Secondary School level (National Policy on Education, 2004). A higher teaching qualification is the University Degree in Education, which prepares the teachers for the Senior Secondary Schools and the post-secondary school system. However, in Nigeria due to insufficient number of the NCE and graduate teachers in some subjects like the languages, mathematics, sciences and technical subjects, teaching staff without requisite teaching qualification are recruited to teach at all levels of the education enterprise to fill the gap occasioned by the short supply of qualified teachers in these areas. While such teachers without teaching qualification are given specified period to get certificated, their continued existence in the system portends some implications for effective and efficient classroom management practice.

### **Literature Review**

Classroom management has been defined by different authors to indicate the actions involved in the process and what it is made to achieve. The Glossary of Education Review (2014) defined classroom management as "the wide variety of skills and techniques teachers use to keep students organized, orderly, focused, attentive on task, and academically productive during a class". Emmer and Stough (2001) defined classroom management to "include actions taken by the teacher to establish order, engage students, or elicit their cooperation".

Duke (1974) posited that classroom management involved “the provisions and the procedures necessary to establish and maintain an environment in which instruction and learning can occur”. Doyle (1986) summarized it as the “actions and strategies teachers use to solve the problem of order in classrooms”. Wong, Wont, Rogers and Brooks (2014) defined classroom management to “refer to the things that a teacher does to organize students, space, time and materials so that student learning can take place”. From the above, a good classroom management “is viewed as a condition for student learning by allowing teachers to accomplish other important instructional goals (Emmer and Stough, 2001). Stern (1987) stated that classroom management “occurs throughout the instructional process and that it is both proactive and reactive in nature”.

Jones (1996) identified five features of classroom management as: (1) an understanding of current research and theory in classroom management and a student’s psychological learning needs; (2) the creation of teacher-student and peer relationship; (3) the use of instructional methods that facilitates optimal learning by responding to the academic needs of individual students and classroom groups; (4) the use of organizational and group management methods that maximize on-task behavior; and (5) the ability to use a range of counseling and behavioral methods to assist students who demonstrate persistent or serious behavior problems.

This broad view of classroom management by Jones (1996) encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students and effectively handling the discipline and adjustment of individual students.

The classroom must be properly managed because it engages the students, it keeps the students prepared and it boosts the confidence of students (Florence, 2014). Effective teachers, who establish an efficient management system from the beginning of the school year, will have more time to devote to student learning than teachers who are constantly trying to use an inefficient management system (Van Housen, 2014).

Florence (2014) itemized how a classroom teacher can manage the classroom effectively. These include: having rules and expectations, making students become aware of the rules as well as making the rules known to parents, and reviewing the rules regularly. Other suggestions by Florence (2014) include being firm and consistent, being professional, having a printed packet and dealing with trouble makers.

Classroom management concerns the use of rules and regulations within the classroom in order to achieve the instructional and organizational goals. In establishing these rules of conduct in the classroom, Dunbar (2004), reported that much research in classroom management has focused on students’ participation in establishing a code of conduct. He stated that students ‘will support rules they establish’. However, the teacher should ensure that the rules must be minimized, direct, clear and consistent and encourage positive behavior. In Classroom Management Techniques (2016), a series of ways of managing the classroom were highlighted. It advised the teacher to understand his/her students, to be patient, to set limits and keep to the schedule set. Other suggestions include being aware of causes of behavior and walking around the class during instructional process. Florence (2014) also advised the teachers to pursue the following classroom management techniques: to “keep

the class interested, practice fairness, practice humor, do not threaten, and lead by example”. Others include: ‘do not be angry, give students opportunities, do not humiliate and be alert’. It is expected the professionally qualified teachers will exhibit a greater skill and capacity in classroom management than a novice or untrained or unqualified teachers. Emmer and Stough (20 ) stated that one of the areas which expert teachers exhibit more knowledge and skill is the smooth and effective orchestration of their classroom routines and activities. Livingstone and Borko (1989) contrasted novices not to have sufficient ability to use expert-like routines and (procedures to the students) and frequently conduct disorganized lessons. Berliner (1988) suggested that expert knowledge of routines such as conducting homework, review, taking attendance and introducing a lesson be taught directly to novice teachers. Westerman (1991) also found expert teachers to be flexible in how they respond to new events that occur in the classroom, and make instructional decisions in response to these changing factors. Novices in contrast tend to teach lessons that are constricted by their plans and objectives that they set for that particular lesson. Livingstone and Borko (1989) found that novices had difficulty deviating from scripted lesson plans, which made instruction vulnerable to student questions and disruptions. This type of inflexibility according to Livingstone and Borko (1989) may be as a result of lack of necessary knowledge which limits the ability of the novice to adjust to changing demands in the management of students. Pedagogical knowledge of classroom management appears to constitute an essential part of the domain of knowledge that expert teachers possess. In contrast, novices appear to be less assuring in the specificity and depth of the knowledge about classroom management.

Dubar (2014) also suggested that the classroom management practice can be influenced by the teacher’s management style. Dubar (2014) identified four teacher management styles. These are: (1) the authoritarian teacher, who places firm limits and controls on students; (2) the authoritative teacher, who places limits and controls on the class but simultaneously encourages independence; (3) the indifferent teacher, who is not very involved in the classroom but appears generally uninterested in the classroom routines and activities. In this kind of class, discipline is lacking; (4) the *laissez-faire* teacher, is one who places few demand or control on the students.

Quoting Fred Jones, a notable classroom management expert, Dubar (2004) stated that ‘a good classroom seating arrangement is the cheapest form of classroom management. It is discipline for free’. However, in recent times classroom arrangement is becoming more diversified. In more developed environments, it is becoming uncommon to see classroom set up with desks in perfect rows and a teacher standing in the front of the room for majority of the day. The traditional classroom environment setting is however still predominant in most public and private schools in the developing countries. In promoting an effective classroom management practice, many experienced teachers recommend assigned seating arrangement for students to facilitate discipline and instruction (Dunbar, 2004). The reason adduced for this is that if students are left on their own to decide on where to seat in class, they will always choose a seat that places the teacher at a great disadvantage. To avert this in the classroom, Dunbar (2004) suggested five rules guiding classroom arrangement. These rules are: (1) students should be seated where their attention is directed toward the teacher; (2) high traffic areas should be free of congestion; (3) students should be able to see clearly the chalkboard, screen and the teacher; (4) students should be seated facing the front and away

from the windows; and (5) arrangements should be flexible to accommodate variety of teaching activities. On the effect of class control on classroom management, Fred Jones suggested that teacher's mobility should be the aim of class arrangement. Dunbar (2004) is of the view that 'without some semblance of order in the classroom there will be no learning'. In a classroom with effective classroom control, disruptions from unruly behavior will be greatly minimized. Effective classroom manager's duty should be to prevent disruptions from occurring in the first place.

In view of all the parameters of measuring classroom management, Tai Solarin University of Education (2006) designed a standardized teaching practice assessment format to assess teaching effectiveness in the classroom. This assessment format has six basic parameters upon which effective classroom practice is measured and evaluated. These parameters are, Lesson plan preparation, Lesson presentation, Classroom management, Communication skills, Lesson evaluation and Teacher's personality.

According to Glossary of Education Reform (2014), 'in practice, classroom management may appear deceptively simple, but successfully and seamlessly integrating them into the instruction of students typically requires a variety of sophisticated techniques and a significant amount of skill and experience. Florence (2014) also stressed that classroom management 'is essential, not only for the teacher's piece of mind and in allowing them proper control over their classroom, but it is imperative for a positive and flourishing learning environment'.

### **Statement of the problem**

Teachers recruited to manage the classrooms at all levels of the education enterprise comprises of both professionally trained and non-professional teachers. Professional training is expected to distinguish a graduate trainee from a novice. It is important to find out if trained teachers perform better than the non-professional teachers in order to justify investment in the training programs. It is also important to find out if training programs for teachers are producing expected results in effective and efficient management of classroom activities. It is necessary to establish the difference in effective and efficient management of classroom practice between the professionally trained teachers and other instructional staff at the secondary school level. Upon these premises, this study intends to find out whether professional training obtained by teachers distinguishes them from other instructional staff without requisite teaching qualification in the way and manner by which the professional teachers handle classroom management practice.

### **Purpose of the study**

In order to investigate this problem, this study proposes to find out:

1. Whether professionally trained teachers are more effective and efficient in writing notes of lesson than the non-professional teachers.
2. Whether professionally trained teachers are more effective and efficient in lesson presentation than the non-professional teachers.
3. Whether professionally trained teachers are more effective and efficient in classroom management than non-professional teachers.
4. Whether professionally trained teachers are more effective and efficient in communication skill in the classroom than non-professional teachers
5. If professionally trained teachers are more effective and efficient in evaluation of classroom activities the non-professional teachers.
6. If professionally trained teachers are more pleasing in teacher's personality than the non-professional teachers.

### **Research questions**

This study will attempt to answer the following research questions:

1. Will professionally trained teachers be able to write an effective and efficient note of lesson than the non-professional teachers?
2. Will professionally trained teachers be able to effectively and efficiently present class lesson more than the non-professional teachers?
3. Will professionally trained teachers be able to manage the classroom effectively and efficiently more than the non-professional teachers?
4. Will professionally trained teachers be able to communicate effectively and efficiently in the classroom more than the non-professional teachers?
5. Will professionally trained teachers be able to evaluate the class teaching session effectively and efficiently more than the non-professional teachers?
6. Will professionally trained teachers have more pleasing teacher's personality than the non-professional teachers?

### **Scope of the study**

This study is looking into the effectiveness and efficiency of professional training on classroom management practices among secondary school teachers in some selected secondary schools in three local government areas in Ogun State of Nigeria.

### **Population and sample for the study**

The population for the study comprises of all the public secondary school teachers in Ijebu-Ode, Odoogbolu and Obafemi-Owode local government areas of Ogun State, Nigeria. A convenient sample of 300 teachers was selected from ten schools from each of the local government areas.

### **Significance of the study**

Teacher training is focused on producing effective and efficient classroom teachers who will be able to manage the classroom to achieve instructional and organizational objectives. This study will assist the trainers evaluate the products of teacher training programs to ascertain if efforts put into the teachers preparation are achieving the desired results. It will also assist the school managers identify the areas of training where the teachers are deficient and consequently make provision for remediation. The products of the various teacher training centers will benefit from the results of this study by identifying the shortfall in their classroom practices, provide solution to justify the investment on their training and become more productive than their non-professional counterparts.

### **Research methodology**

This study is descriptive and ex-post factor in design. A questionnaire that was face validated by the researchers' colleagues was administered to gather data for this study. Research assistants were used to administer the questionnaire in all the selected secondary schools in all the three local government areas of the State. The questionnaires were distributed and collected same day by the research assistants. The questionnaire had two sections. Section A requested for the bio data of the respondents and had only three items. Section B contained eighteen items of modified structured Likert type format. Section B items evaluated effectiveness and efficiency of class teachers based on a standardized teaching assessment format. The teaching assessment format evaluated the class teachers on six major classroom management practices performance indicators. The indices of the performance indicators are note of lesson preparation, lesson presentation, and class management and communication skills of the teachers. Others include classroom evaluation and teacher's personality. After distribution and collection of the questionnaire, the data supplied were collated and analyzed using simple descriptive statistics of frequency tables, percentages and means. The mean values were used at arriving at decisions about the effectiveness and efficiency of professionally trained and non-professional teacher. The decision rule was that a mean value above 3.0 is considered to agree positively in favor of effective and efficient performance,



while a mean value below 3.0 is taken as a disagreement to the specified performance indicator.

## Presentation of Results

**Table 1: Effective and efficient performance in lesson preparation**

<b>Lesson Preparation</b>			SA(4)	A(3)	D(2)	SD(1)	$\Sigma f$	Mean	Decision
Professionally trained teachers are able to write a comprehensive note of lesson than non-professional teachers.	f		157	128	13	3	300	3.46	Agree
	%		52.3	42.6	4.3	1.0			

**Table 2: Effective and efficient performance in lesson presentation**

1.	<b>Method of Teaching</b>		SA(4)	A(3)	D(2)	SD(1)	$\Sigma f$	Mean	Decision
	Professionally trained teachers will be more effective and efficient in applying appropriate method of teaching than non-professional teachers	f	172	115	11	2	300	3.52	Agree
		%	57.3	38.3	3.6	0.6			
2.	<b>Mastery of subject matter</b>								
	Professionally trained teachers will be more effective and efficient in mastery of subject matter than non-professional teachers	f	135	127	31	7	300	3.30	Agree
		%	45	42.3	10.3	2.3			
3.	<b>Use of chalkboard</b>								
	Professionally trained teachers will be more effective and efficient in using the chalkboard than non-professional teachers.	f	94	106	66	24	300	2.83	Disagree
		%	31.3	35.3	22	8			
4.	<b>Time management</b>								
	Professionally trained teachers will be more effective and efficient in time management than non-professional teachers.	f	98	126	56	22	300	3.01	Agree
		%	32.6	42	18.6	7.3			
5.	<b>Questioning technique</b>								
	Professionally trained	f	155	115	21	9	300	3.39	Agree

	teachers will be more effective and efficient in questioning technique than non-professional teachers.								
		%	51.6	38.3	7	3			
<b>6.</b>	<b>Use of instructional materials</b>								
	Professionally trained teachers will be more effective and efficient in using instructional materials than non-professional teachers.	f	168	105	23	4	300	3.45	Agree
		%	56	35	7.6	1.3			
<b>7.</b>	<b>Class participation</b>								
	Professionally trained teachers will be more effective and efficient in involving students in class participation than non-professional teachers.	f	124	125	45	6	300	3.22	Agree
		%	41.3	41.6	15	2			
	<b>Mean of means</b>							<b>3.25</b>	<b>Agree</b>

**Table 3: Effective and efficient performance in Classroom management**

<b>1.</b>	<b>Class control</b>		SA(4)	A(3)	D(2)	SD(1)	$\Sigma f$	Mea n	Decision
	Professionally trained teachers will be more effective and efficient in class control than non-professional teachers.	f	85	144	45	26	300	2.97	Agree
		%	28.3	48	15	8.6			
<b>2.</b>	<b>Class arrangement</b>								
	Professionally trained teachers will be more effective and efficient in class arrangement than non-professional teachers.	f	108	125	55	12	300	3.09	Agree
		%	36	41.6	18.3	4			
<b>3.</b>	<b>Reaction and reinforcement of pupil's responses.</b>								
	Professionally trained teachers will be more effective and	f	101	127	51	21	300	3.02	Agree

	efficient in reacting and reinforcing pupil's responses.								
		%	33.6	42.3	17	7			
	<b>Mean of means</b>							<b>3.03</b>	<b>Agree</b>

**Table 4: Effective and efficient performance in Communication Skills**

1.	Clarity of voice		SA(4)	A(3)	D(2)	SD(1)	$\sum f$	Mean	Decision
	Professionally trained teachers will be more effective and efficient in clarity of voice than non-professional teachers	f	72	78	109	41	300	2.55	Disagree
		%	24	26	36.3	13.6			
2.	Appropriate use of language								
	Professionally trained teachers will be more effective and efficient in the use of appropriate language in the class than non-professional teachers.	f	96	115	61	28	300	2.93	Disagree
		%	32	38.3	20.3	9.3			
	<b>Mean of means</b>							<b>2.74</b>	<b>Disagree</b>

**Table 5: Effective and efficient performance in Evaluation**

1.	Effective class evaluation		SA(4)	A(3)	D(2)	SD(1)	$\sum f$	Mean	Decision
	Professionally trained teachers will be more effective and efficient in classroom evaluation than non-professional teachers.	f	151	106	26	15	300	3.27	Agree
		%	50.3	35.3	8.6	5			
2.	Suitability of assessment								
	Professionally trained teachers will be more effective and efficient in giving suitable assessment than non-professional teachers.	f	135	123	27	15	300	3.26	Agree
		%	45	41	9	5			
3.	Attainment of stated objectives								
	Professionally trained teachers will be more effective and efficient in attaining stated objectives of the lesson than non-professional teachers.	f	133	123	29	15	300	3.24	Agree
		%	44.3	41	9.6	5			
	<b>Mean of means</b>							<b>3.26</b>	<b>Agree</b>

**Table 6: Effective and efficient performance in Teacher's personality**

1.	Neatness and Dressing		SA(4)	A(3)	D(2)	SD(1)	$\sum f$	Mean	Decision
	Professionally trained teachers will be more pleasing in neatness and dressing than non-professional teachers.	f	79	79	88	54	300	2.62	Disagree
		%	26.3	26.3	29.3	18			
2.	Comportment								
	Professionally trained teachers will demonstrate better comportment in the classroom than non-professional teachers.	f	95	117	48	40	300	2.89	Disagree
		%	31.6	39	16	13.3			
	<b>Mean of means</b>							<b>2.76</b>	<b>Disagree</b>

## **Discussion of results**

**Research question 1:** Will professionally trained teachers be able to write an effective and efficient note of lesson than the non-professional teachers?

From Table 1, all the respondents agreed with the mean of 3.46 that the professionally trained teachers are able to write lesson plan that contain statement of objectives with logical, sequential and adequate content better than the non-professional teachers.

**Research question 2:** Will professionally trained teachers be able to effectively and efficiently present class lesson more than the non-professional teachers?

In examining the effectiveness and efficiency of classroom management practice in lesson presentation, seven parameters were used as typified on the standardized assessment tool. These parameters are method of teaching, mastery of subject, use of chalkboard and time management. Others include, questioning technique, use of instructional materials and class participation. All the respondents agreed that professional teachers perform more effectively and efficiently than the non-professional teachers in all performance indicators of lesson presentation except in the use of chalkboard with the mean value of 2.89.

**Research question 3:** Will professionally trained teachers be able to manage the classroom effectively and efficiently more than the non-professional teachers?

From Table 3, the respondents agreed that professionally trained teachers are more effective and efficient in classroom arrangement (mean, 3.09) and in reaction and reinforcement of pupil's responses (mean, 3.02) but disagreed on class control (mean, 2.97).

**Research question 4:** Will professionally trained teachers be able to communicate effectively and efficiently in the classroom more than the non-professional teachers?

On communication skills among the professional and non-professional teachers, the respondents disagreed on all the two performance indicators of communication skills, as shown on Table 4, that the professional teachers are not more effective and efficient on clarity of voice and appropriate use of language than the non-professional teachers.

**Research question 5:** Will professionally trained teachers be able to evaluate the class teaching session effectively and efficiently more than the non-professional teachers?

From Table 5, all the respondents agreed on all the three performance indicators measuring classroom evaluation that professional teachers perform more effectively and efficiently in giving suitable assessment (mean, 3.26) and attaining stated instructional objectives (mean, 3.24) than the non-professional teachers.

**Research question 6:** Will professionally trained teachers have more pleasing teacher's personality than the non-professional teachers?

In Table 6, all the respondents disagreed that professional teachers have more pleasing teacher's personality in dressing (mean, 2.62) and comporment (mean, 2.89).

From the above results, it is evident that professionally trained teachers do not perform more effectively and efficiently in the use of chalkboard, class control, communication skill as exhibited in poor clarity of voice and use of appropriate language during classroom management practice. Other areas where professional teachers have been found deficient include not having a pleasant personality in respect of neatness and dressing, and comporment in the classroom. While the deficiency in teacher's personality may not

essentially be the exclusive outcome of teacher training efforts, ineffective and inefficient use of the chalkboard, class control and poor communication skills demonstrate the need for professional teachers to concentrate on sharpening these skills. In distinguishing a professional teacher from a non-professional, effective use of the chalkboard and class control cannot be discountenanced.

The issue of teacher's personality is also germane to a professional teacher's success. Teachers need to be neat, modestly and officially dressed as anything otherwise is likely to cause distraction within the classroom. Teachers being models for their students need to carry themselves with dignity in order to influence their students positively in personality development.

The teacher's job is essentially of communication of ideas. Teachers by training should be effective communicators. However, this study reports that the teachers sampled are not effective and efficient in the demonstration of communication skills than their non-professional colleagues. There is the need for trained teachers to project their voice in the classroom in the right volume, pace and speed. Variation in speech making and right diction should be evident in the classroom management practice of teachers.

As effective communicators, professional teachers should master the art of using appropriate language during instruction as suggested by the result of this study. It is important to note that during teachers' preparation, the areas of deficiencies identified by this study are areas where knowledge dissemination during teachers' training are catered for by general courses with large class size. This might have hindered the excellent acquisition of these skills during training.

### **Recommendations**

In view of the above findings, this study will like to put forward the following recommendations in order to ameliorate the deficiencies in the professional teachers' effective and efficient performance in the classroom.

1. Professional training of teachers should emphasize class control of learners. This is becoming more important as a result of large class size in many secondary schools. This is coupled with the problem of inadequate class furniture for class use. Teachers should be more assertive with their presence in class and ensure that students stick to the ground rules for classroom operations.
2. Professional teachers should improve on chalkboard usage. This include increasing their capacity in partitioning of the chalkboard for developmental instruction, writing straight on the board and writing legibly and neatly for the visibility of all members of the class.
3. In teacher's professional training, general methodology and communication skills courses are usually offered as general courses with the attendant large class size. These courses need to be decentralized for impactful learning so that trainees can acquire greater capacity of expressing themselves in the world of work after graduation. In-serve training in communication skills and general methodology could

also be introduced and intensified to sharpen the teachers' ability to communicate effectively and efficiently.

4. Micro and Mini teaching exercises and practicum should be handled by professional teachers during teachers' preparation and training to inculcate the skills of chalkboard usage and class control during classroom teaching sessions.
5. Teachers need to cultivate the ability to dress neatly and modestly. Dress codes as practiced in other professions need to be introduced and adhered to in the schools to shore up teachers' personality. Good teacher's personality has the tendency to promote respect and increase listening attention of the audience the teacher addresses. It may be necessary to include a course on corporate identity into teachers' training. A component of such course will include corporate dressing and comportment of corporate image carriers.
6. There is the need to thoroughly engage teachers' preparation not only in the core professional areas but also in other ancillary areas such as communication skills and teacher's personality.

### **Conclusion**

After a lot of investment that goes into the training of professional teachers, it is expected that the products of such training efforts will be more effective and efficient in all ramifications in the performance of classroom tasks and achieve instructional and organizational objective with much ease than a novice or a non-professional at the same task. This study has tried to investigate this expectation and found out that professionally trained teachers sampled when compared with non-professional teachers were found to be effective only in areas that were core to teaching assignment but were deficient in areas that were complementary to the main teaching task. Professionally trained teachers were found to be effective and efficient in lesson preparation, lesson presentation, some aspects of classroom management and classroom evaluation. However, professionally trained teachers do not perform more effectively and efficiently when compared with their non-professional peers in the use of chalkboard, class control, communication skill and teacher's personality. The results of this study raises the need to develop and sharpen the skills of professionally qualified teachers in these t areas of deficiency in order to increase their capacity in coping with classroom management practices and also justify the investments and demands of their professional calling.



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