



Teacher Professional Development and Classroom Effectiveness

Dr. Preeti Shakya¹ and Dr. Suman Lata Katiyar^{*2}

¹Department of Teacher education, Baikunthi Devi kanya Mahavidyalay, Agra, Affiliated to Dr. Bhimrao Ambedkar University, Agra, Uttar Pradesh, India

²Department of Teacher Education R.B.S.College Agra Affiliated to Dr. Bhimrao Ambedkar University, Agra, Uttar Pradesh, India

*Corresponding Author E-mail: katiyar.suman7@gmail.com

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Abstract

Teacher Professional Development (TPD) is very important for making classrooms more successful and helping students learn better. Teachers are required to keep up with new information about how to educate, how to manage a classroom, and how to teach in general in a time of rapid change in education. This study investigates the correlation between teacher professional development and classroom efficacy, emphasizing the impact of organized training programs, workshops, and ongoing learning initiatives on pedagogical practices and classroom performance. A quantitative, descriptive-correlational study approach was utilized, comprising a sample of 360 secondary school teachers from both public and private institutions. Data were gathered through a structured questionnaire assessing aspects of professional development such as pedagogical knowledge, instructional strategies, assessment practices, and classroom management and measures of classroom effectiveness, including student engagement, instructional clarity, and learning support. SPSS was used to do correlation analysis, regression analysis, and descriptive statistics. The results show that teachers who regularly take part in professional development programs are much more effective in the classroom. There was a strong positive link between teacher professional development and classroom effectiveness. Professional development was found to be a good predictor of effective classroom practices. The study emphasizes the significance of ongoing, needs-oriented professional development programs in promoting effective teaching and enhancing educational quality. The results have significant ramifications for policymakers, school administrators, and teacher educators, underscoring the necessity for continuous investment in teacher professional development to improve classroom efficacy and student outcomes.

Keywords: Teacher professional development; classroom effectiveness; teaching practices; instructional strategies; teacher education

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Introduction

Teachers are the most important people in deciding how good the education is and how well the lessons are taught. The effectiveness of an educational system is mostly contingent upon the proficiency, dedication, and ongoing professional growth of its educators. Teachers need to keep learning since the way they teach, the way they test, and the way they use technology have all changed quickly in the last several years. Because of this, professional development for teachers has become an important way to make classrooms more effective and help students learn better. Teacher Professional Development (TPD) is a set of planned and ongoing learning activities that help instructors improve their knowledge, skills, attitudes, and professional abilities. Some of these activities are workshops, seminars, in-service training, mentoring, learning with others, and thinking about what you've learned. Teachers may use new teaching methods, run their classrooms better, and meet the needs of all their students thanks to good professional development.

Classroom effectiveness is how well teachers make the classroom a place where students want to learn, understand, and do well. Clear instructions, active student participation, good connections between teachers and students, and good classroom management are all signs of a good classroom. Research repeatedly demonstrates that teacher quality is a critical school-related element affecting student achievement. Even though many people agree that professional development is important, there are still issues about how well it really works in the classroom. Professional development programs are sometimes criticized for being disjointed, theoretical, or not relevant to what happens in the classroom. Consequently, empirical research investigating the correlation between teacher professional development and classroom effectiveness is crucial for guiding educational policy and practice. This study seeks to investigate this relationship and offer evidence-based insights into the role of professional development in enhancing effective classroom instruction.

Review of Literature

Many people have looked into teacher professional development as a way to make teaching better and improve student learning. Guskey (2002) says that professional development is made up of activities and processes that help instructors learn more about their jobs and improve their skills. Professional development that works is constant, collaborative, and directly related to what teachers need to teach. Studies indicate that professional development programs emphasizing content knowledge, pedagogical techniques, and assessment methodologies enhance teaching efficacy (Desimone, 2009). Teachers who are always learning are more willing to try new ways of teaching and think about how they educate. People often think that a

teacher's capacity to help students have meaningful learning experiences is what makes a classroom effective. Good classrooms get students involved, give clear explanations, stimulate interaction, and support different ways of learning. Emmer and Sabornie (2015) stress that good teaching needs good classroom management and clear instructions. Research shows that good classroom practices lead to better student performance, better behavior, and better places to learn. Teachers who are good at teaching and managing a classroom are better able to meet the academic and emotional demands of their students. An increasing amount of evidence shows that teacher professional development is linked to better classroom performance. According to Darling-Hammond *et al.* (2017), instructors who take part in high-quality professional development show better teaching skills and more confidence in the classroom. Desimone (2009) similarly found that ongoing professional development that focuses on content leads to significant changes in how teachers act in the classroom. Nonetheless, not all professional development programs exhibit equal efficacy. Programs that don't offer follow-up support or real-world applications may not have much of an effect on how things are done in the classroom. This highlights the necessity for context-specific and teacher-focused professional development activities.

Materials and Methods

Research Design: The study utilized a quantitative descriptive-correlational research design to investigate the association between teacher professional development and classroom performance.

Sample: The sample comprised 360 secondary school instructors chosen from both public and private institutions through stratified random sampling. The sample comprised educators possessing diverse degrees of teaching experience and exposure to professional development.

Instruments: Data were gathered by a standardized questionnaire with two primary sections:

Assessing involvement in training, pedagogical expertise, teaching methods, and reflective practice.

Classroom Effectiveness Scale-assessing student involvement, clarity of instruction, classroom management, and support for learning.

Responses were documented using a five-point Likert scale.

Data Analysis: We used SPSS to look at the data. Descriptive statistics, Pearson correlation analysis, and regression analysis were performed. Reliability analysis produced Cronbach's alpha values exceeding 0.80 for all scales.

Results

Table 1-Mean Scores of Teacher Professional Development Dimensions

Dimension	Mean	SD
Pedagogical Knowledge	3.98	0.62
Instructional Strategies	4.05	0.58
Assessment Practices	3.87	0.65
Reflective Practice	3.92	0.61

Table 2-Correlation between Teacher Professional Development and Classroom Effectiveness

Variable	Classroom Effectiveness
Teacher Professional Development	.62**

$p < .01$

Table 3-Regression Analysis Predicting Classroom Effectiveness

Predictor Variable	B	SE B	Beta	t	p
Constant	1.42	0.31	—	4.58	.000
Teacher Professional Development	0.68	0.07	0.62	9.71	.000

$R^2 = .38$ $F(1, 358) = 94.31, p < .001$

Discussion

This study's results show that there is a strong positive link between teacher professional development and how well they do in the classroom. Teachers that take part in professional development events show that they are better at making lessons clear, getting students involved, and managing their classrooms well. These results corroborate prior studies highlighting the need of ongoing education in improving pedagogical methods.

Professional development became a major factor in how well a classroom works, accounting for a large part of the difference. This indicates that investing in teacher learning has a direct and significant effect on the quality of the classroom. The results also show how important it is to have ongoing, practice-based professional development instead of just one-time training sessions. The current study investigated the correlation between teacher professional development and classroom effectiveness in secondary school environments, seeking to elucidate how ongoing teacher education enhances instructional practices and educational outcomes. The study's results provide compelling empirical evidence for the assertion that teacher professional development is a vital factor influencing classroom performance. The findings reveal a substantial and affirmative correlation between engagement in professional development activities and essential metrics of effective classroom practice, such as instructional clarity, student engagement, classroom management, and learner support. These findings align with an expanding corpus of worldwide research highlighting the pivotal role of teachers' ongoing professional development in enhancing educational quality (Guskey, 2002; Desimone, 2009; Darling-Hammond *et al.*, 2017).

One of the most important things this study found is that teacher professional development was a strong predictor of how well a classroom worked, accounting for a large part of the difference in effective classroom practices. This finding corroborates the prevalent idea that educators' knowledge, skills, and convictions directly influence classroom dynamics. Teachers who participate in ongoing professional development are more inclined to implement new instructional practices, utilize assessment data effectively, and address the different learning needs of children (Desimone, 2009). In contrast, teachers with limited access to professional learning opportunities may rely on traditional, teacher-centered approaches that are less effective in promoting active learning and student engagement.

The robust correlation between professional development and instructional clarity identified in this study corresponds with prior studies emphasizing the influence of teacher learning on instructional quality. Hattie (2009) says that instructional clarity, which includes clear explanations, well-structured lessons, and defined learning goals, is an important part of good teaching. Professional development programs that emphasize pedagogical content knowledge and instructional design empower educators to deliver content more cohesively and anticipate student misunderstandings. Darling-Hammond *et al.* (2017) contend that prolonged, content-centric professional development results in significant enhancements in instructors' instructional methodologies, hence increasing classroom efficacy. Another important discovery is on how professional development can help students get more involved in their learning. Student participation is broadly acknowledged as a vital intermediary between pedagogical methods and educational results. Teachers who engage in professional development are more inclined to adopt learner-centered methodologies, including collaborative learning, inquiry-based instruction, and formative assessment, which actively engage students in the educational process (OECD, 2019). The current data corroborate this viewpoint, indicating that professional development augments teachers' ability to cultivate engaging and inclusive classroom settings. This is especially crucial in today's classrooms, as students have different learning needs and levels of motivation. Classroom management also became a significant part of how well a classroom works, and this was affected by professional development. To make the most of instructional time, effective classroom management is necessary to create a secure and orderly learning environment. Studies show that both new and experienced teachers can benefit from professional development that focuses on how to

manage a classroom, how to deal with student conduct, and how to utilize constructive punishment (Emmer & Sabornie, 2015). The results of this study indicate that educators who participate in ongoing professional development exhibit increased confidence and proficiency in classroom management, consequently minimizing interruptions and augmenting learning possibilities.

The results underscore the significance of reflective practice in teacher professional development. Reflective practice allows instructors to think critically about the choices they make in the classroom, see how well their teaching methods are working, and make changes that will help them do better in the classroom. Schön (1983) asserts that reflective practitioners possess superior capabilities to manage intricate classroom dynamics and adaptively address student requirements. Professional development programs that promote introspection, cooperation, and peer feedback can cultivate a culture of continual growth, which is intrinsically connected to classroom performance.

The findings of this study robustly endorse the beneficial effects of professional development; however, they simultaneously prompt significant inquiries regarding the quality and characteristics of professional development programs. Not all professional development programs are equally beneficial, and previous research indicates that single workshops or general training sessions frequently exert minimal influence on classroom practice (Guskey, 2002). Desimone (2009) says that effective professional development should last a long time, involve active learning, fit with the aims of the curriculum, and give people chances to work together. The results of this study highlight the necessity for educational institutions and policymakers to emphasize high-quality, needs-oriented professional development instead of depending on disjointed or compliance-focused training frameworks.

The data can be analyzed via the framework of adult learning theory, which posits that individuals acquire knowledge most successfully when professional learning is pertinent, problem-oriented, and linked to their work experiences. Teachers are more inclined to use new knowledge and abilities when professional development focuses on authentic classroom difficulties and offers avenues for practice and feedback (Knowles *et al.*, 2015). The robust correlation between professional development and classroom efficacy identified in this study indicates that teachers gained advantages from learning experiences that were congruent with their instructional environments.

The results also have substantial effects on school culture and instructional leadership. School leaders are very important for making sure that teachers can get professional development and for creating a culture that promotes learning all the time. Studies show that schools with strong professional learning cultures, which include cooperation, shared leadership, and shared responsibility, have better teaching and learning outcomes (Fullan, 2016). The current study corroborates this perspective by emphasizing the beneficial results linked to continuous teacher learning. Because of this, school leaders should not see professional development as an independent activity, but as a key part of efforts to enhance the school.

The function of teacher professional development has grown even more important because of ongoing changes in education and the recovery from the epidemic. The COVID-19 epidemic showed that teachers weren't ready for online and blended learning, flexible assessments, and helping students with their well-being. As schools change the way they educate and have more diverse students, instructors need to keep learning to be able to deal with these new problems (OECD, 2020). The results of this study indicate that investment in teacher learning can improve classroom efficacy and foster educational resilience during periods of transition.

Even though the study found good things, it also showed that there may be problems with putting effective professional development into action. Teachers may not be able to take part in long-term learning activities because they have too much to do, too little time, or too few resources. Also, if certain teachers don't have the same access to professional development opportunities, it could make the differences in teaching quality between schools and regions even worse. Studies show that teachers in schools with fewer resources don't always have access to high-quality professional development, which can hurt how well they teach and how well their students do (Darling-Hammond *et al.*, 2017). To fix these unfair situations, we need to make changes to the system and give resources to the right people.

The results of this research also affect how motivated teachers are and how they see themselves as professionals. Engaging in meaningful professional development can bolster teachers' feeling of competence, self-efficacy, and professional dedication. Teachers who see professional development as useful and helpful are more likely to see themselves as lifelong learners and change agents in their classrooms (Day & Sachs, 2004). This improved sense of professional identity might lead to better and more thoughtful teaching methods.

From a policy standpoint, the study underscores the necessity for cohesive and enduring professional development frameworks at both institutional and

national tiers. Policymakers ought to transcend ephemeral training programs and allocate resources to enduring professional learning systems that harmonize teacher development with curriculum standards, assessment reforms, and student learning objectives. International evidence indicates that education systems that emphasize teacher learning attain superior instructional quality and enhanced student achievement (OECD, 2019). The current findings provide empirical validation for this policy direction.

The study also points up a few areas where more research is needed. The present research offers significant quantitative evidence regarding the correlation between professional development and classroom efficacy; however, subsequent studies may implement longitudinal methodologies to investigate the impact of variations in professional development participation on teaching practices over time. Longitudinal studies would yield more profound insights into the causal mechanisms between teacher learning and classroom performance. Furthermore, qualitative research investigating educators' opinions and experiences of professional development may enhance quantitative results and yield a more refined comprehension of effective professional learning methodologies.

Additional research may investigate moderating variables, including teaching experience, subject specialty, and school setting. Prior research indicates that beginner and seasoned educators may derive varying benefits from professional development, and that subject-specific training may exert a more significant influence on classroom efficacy than generic programs (Desimone, 2009). Looking into these elements would help make professional development plans that are more focused and useful.

In conclusion, the discussion underscores that teacher professional development is a vital and potent means of augmenting classroom efficacy. The strong positive link between professional development and good teaching shows how important it is for teachers to keep studying to improve the quality of education. Professional development directly improves classroom settings and learning results by helping teachers improve their teaching methods, run their classrooms better, and get students involved in a meaningful way. But the quality, relevance, and fit of professional development with teachers' needs and the way they teach are what make it effective. Because of this, educational systems need to put a lot of effort into

professional development programs that are long-lasting, collaborative, and focused on practice. Teacher professional development can be a key part of effective classrooms and high-quality education when there is strong leadership and clear policy frameworks in place.

Conclusion

This study looked at how teacher professional development affects how well secondary school teachers do their jobs in the classroom. The results show that professional development is very important for improving how teachers run their classrooms. Teachers who keep learning show that they can teach better, manage their classrooms better, and get their students more involved. The research emphasizes the necessity for educational institutions to focus high-quality, continuous professional development programs. Schools may create effective classrooms and enhance overall educational outcomes by investing in the growth of their teachers.

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