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**TEACHERS PROFESSIONAL DEVELOPMENT PROGRAMS AND ENHANCEMENT  
OF BEHAVIOUR MANAGEMENT IN SELECTED BRITISH CURRICULUM  
SECONDARY SCHOOLS IN KENYA AND TANZANIA**

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**ABSTRACT**

Educational reforms in East Africa over the years have ignored the importance of teachers' professional development (TPD). This has brought a challenge in the recruitment and retention of quality teachers in the International school sector in East Africa and, resulting in the need to retrain teachers to develop the required teaching proficiencies. The study was guided by the following research question: How does the exposure in the professional development programmes enhance behaviour management in the learning and teaching process? A cross sectional survey research design was used for the quantitative strand and a phenomenological research design was used for qualitative strand. Target population of the study comprised 240 teachers, 40 mentors', 10 deputy head teachers and 10 head teachers of Braeburn Group of International Schools in Kenya and Tanzania. Quantitative data was analyzed using descriptive and inferential statistics and results presented using charts and tables while content analysis was used for qualitative data. Inferential statistics, correlation, multiple regression analysis was used establish the nature and magnitude of the relationships between the variables and to test the hypothesized relationships. The coefficient of determination was significant with a value of 0.355 and  $p= 0.000$ . This indicates that a unit increase in professional development programmes would result in 35.5% increase in behaviour management value in a direct relationship between professional development programmes and behaviour management in the learning and teaching process. The study also concludes that professional development programmes had enhanced behaviour management in that the teachers were able to control the students, make classroom rules and incorporate all learners as they teach them. The study also recommends that more opportunities for teachers' professional interactions and training should be created to ensure that the teachers are better prepared and confident when applying different assessment methods, differentiation and setting assignments.

**Keywords:** *Professional Development Programmes, Enhanced Behaviour Management, Teachers' Proficiency, Selected British Curriculum Secondary Schools*

## **INTRODUCTION**

Education is a fundamental tool for national development as it furnishes individuals with appropriate knowledge, skills and attitudes (Nyamwange, Onderi & Ondima, 2013). This means that because of the interaction that exists between the educational systems and the society, educational institutions should produce intelligent, respectful and responsible individuals. Teachers are central to the capacity of schools to perform and no amount of policy reform will make education more effective unless teachers are part of the change. Therefore, policymakers, community leaders, and parents have a responsibility to ensure that educators within their schools engage in continuous professional learning and apply that learning to increase student achievement (Hayes & Mizell, 2010). Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teaching these skills (Learning Policy Institute, 2017).

In China, Yoon et al., (2007) carried out a review of the evidence of the effects of professional development on student achievement in reading, mathematics, and science. The review showed that teacher professional development had a moderate effect on student achievement across nine studies. On the other hand, Guskey and Yoon (2019) research on professional development effectiveness showed little evidence of professional development effectiveness. The study ascertained that teachers who had undergone professional development were not more effective than those who had not. The divergent findings are the backdrop upon which this study was built. In Thailand, professional training has been embraced to improve teaching methodologies among principals and teachers in secondary schools (Leithwood & Montgomery, 2012). Perry (2020) asserts that there is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically. The development of teachers beyond their initial training can serve a number of objectives (Perry, 2015), including: (i) to update individuals' knowledge of a subject in light of recent advances in the area; (ii) to update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; (iii) to enable individuals to apply changes made to curricula or other aspects of teaching practice; (iv) to enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; (v) to exchange information and expertise among teachers and others, e.g. academics, industrialists; and (vi) to help weaker teachers become more effective. To examine these issues, Kohlberge (2014) adopts a broad definition of Teachers Professional Development (TPD) —where he defines it “as activities that develop an individuals skills, knowledge, expertise and other characteristics as a teacher”.

In Burundi, Scribner (2014) study on untangling the influence of work in teacher learning emphasizes that teachers may need different supports or activities to improve their practice since what works in one school might not work in another. Moreover, all teaching learning and development activities must be integrated with the day-to-day work of teaching and the standards guiding that work. Given the need to improve the quality of instruction and the lack of clarity and shared knowledge about what systems and activities improve teaching, this is the right time to take stock of what is known; what kinds of activities are currently underway; and what will be

needed going forward as reforms roll through the education system, a pillar that is integrated within the current study.

In addition, teachers are a key factor in achieving the goals of enhancing the quality of education and developing the human capital of Tanzania. The opportunities teachers have for continuing professional development and the extent to which their wellbeing and motivation are addressed, are key to improving the quality of teaching and retaining good teachers in schools. These factors also provide a good measure to ensure that learners are given access to a good-quality education (Commonwealth Secretariat, 2015). While most Tanzanian teachers and school leaders have indicated increasing demand for Professional Development (PD), they lack knowledge of what PD for teachers really entails. Teachers do not have a proper understanding regarding the concept, scope, and features of teacher professional development. Furthermore, they do not understand how best they can participate in professional development as beneficiaries of training packages and as managers of learning programmes (Keefe, 2016). Seminars conducted in Tanzania have revealed that teachers' understanding of professional development is narrowed to the so-called traditional in-service trainings, such as seminars, [webinars] and workshops. In this sense, teachers are not aware of a variety of professional development opportunities available within their working environment such as presence of institutions responsible for teacher professional development; presence of different teacher professional development providers across the country; and availability of different communication networks and the national optic fibre (Batt, 2013).

Kenya Education Management Institute (KEMI) trains educational managers in management skills, especially personnel management, curriculum implementation, teacher motivation, financial management and effective implementation of education policies. These courses are offered mainly during the school holidays for two weeks. Despite the measures put forth by government through KEMI to facilitate training of the principals, most schools all over the country continue to suffer from poor teacher morale (Ministry of Education, 2015). For teaching and learning process to take place in school, teachers are the most significant persons (Stavreva, 2013). The success of any curriculum to be implemented needs teachers who are competent (Wamala, & Seruwagi, 2013). Same has been echoed by Ilanlou and Zand (2011) who argues that educational plans are likely to be successful if teacher are well trained with the requisite competencies for delivery and execution of the plans. Akiri (2013) noted that the performance of learners and subsequent quality of education is dependent on service delivery by teachers.

Despite the importance of teacher professional development, several challenges are being encountered as impediments to the achievement of educational goals in British based curriculum schools in the study contexts. This comes to the fore as matters involving teacher recruitment from the local market, lack of international pedagogy competencies and lack of confidence and proper understanding of the said curriculum. Such challenges frustrate practices of teacher development in Kenya in relation to inadequate resources, questionable supervisor practices and lack of consistency (Wanzare, 2012). The manifestation of the challenges on teacher professional development could be among other reasons that cause for the inconsistency in the teaching and learning process in British curriculum secondary schools in Tanzania and Kenya, a gap this study hope to address.

Professional development for teachers in Kenya and Tanzania has been facing numerous challenges that have acted as barriers. Most of these challenges are systemic, though varying in

terms of geographical location, subjects, and education levels. It is pertinent to note that the teacher professional development is necessary to guarantee and instil professional standards in the teaching profession. As such, principals should assist teachers through professional development to diagnose and remedy challenges that hinder teachers' growth and subject failures and provide effective guidance in promoting teachers' professional abilities that meets the challenge of changing education system. It is on this note that the researchers were interested in investigating on the influence of teachers' professional development programs in enhancing behaviour management in selected British curriculum secondary schools in Kenya and Tanzania.

### **Statement of the Problem**

Educational reforms in East Africa over the years have ignored the importance of teachers' professional development, and there are currently very few reform initiatives that address the need to develop the teachers' proficiencies. During recruitment for International School teachers in Kenya and Tanzania, many teachers lack the necessary knowledge and teaching skills required for the effective delivery of the international curriculum.

According to a study done by Mgawia, (2018), most training programmes are not responsive to teachers' professional learning needs. Cantrell & Hughes, (2018) argued that in Kenya, very few teachers have gone through courses that have enabled them to gain new knowledge and skills in the teaching field and hence improve learners' performance academically. August and Calderon (2016) noted that instructors have insufficient knowledge of methodology to teaching the British Curriculum. Recognizing this insufficiency of knowledge of the teachers in both Kenya and Tanzania has led to the need to analyse the effectiveness of professional development programmes in enhancing teacher proficiency in selected British Curriculum Secondary Schools in Kenya and Tanzania. National training programmes may improve the chances of teachers being selected for employment and further training in the selected British Curriculum Secondary Schools in Kenya and Tanzania. Therefore, this study sought to investigate the relationship between teacher professional development programs on behaviour management in selected British curriculum secondary schools in Kenya and Tanzania.

### **Theoretical Framework**

This study is based on the Human Capital theory (HCT) proposed by Schultz in (1961) and Becker who developed it extensively in (1964). Human capital represents the investment people make in themselves that enhance the economic productivity. It is the theoretical framework most responsible for the wholesome adoption of education and development policies. According to Schultz (1971), Sakamoto and Powers (1995), and Psacharopolous & Woodhall (1997), human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of the population. In short, human capital theorists argued that an educated population is a productive population.

The original idea of human capital can be traced back at least to Adam Smith in the 18th century. The modern theory was popularized by Gary Becker, an economist and Nobel Laureate from the University of Chicago, Jacob Mincer, and Theodore Schultz. Armstrong (2014) says that human resource management 'is concerned with the employment, development and reward of people in organizations' and the conduct of relationships between management and the workforce'. Armstrong; also says "Training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job." The starting point for professional development programmes is the systematic identification of learning needs. This

provides the basis for making a choice between the various approaches available and for decisions on the practices that should be adopted for the chosen approach.

This theory relates to how Professional development programmes are selected in the selected British Curriculum Schools and the modes of delivery. The theory also helps in identifying the strengths and weaknesses of the Professional Development programmes and the opportunities they present to teachers and schools. This theory will assist school managers in analysing and reviewing the strategic plans in ensuring clear goals on Professional Development will be established. Through the plans there will be provision for consistent reviews on the progress made on teacher proficiency across the different school levels. This theory brings forth a clear understanding of the importance of Professional development for teachers; however, it does not give an explanation on how the approaches can be measured to determine success of the professional development programmes.

The human capital theory is found appropriate to be used in this research because it is possible to connect the theory and the modified conceptual framework developed by Ehman and Bonk (2005) and Yamagata-Lynch (2005) which assessed the infusion of technology into teaching in Indiana and Northern Illinois Universities in the United States of America. The human capital theory is underpinned on the premise that developing human resources through training within an organization promotes and improves job performance. That promoting professional development for human resources within organization increase productivity through improved performance of the individuals working in an organization. Whereas the human capital theory explains the fundamental need to promote the professional development of the people working in an organization, the modified conceptual framework explains and shows how such professional development programmes can be made to work more effectively in order to benefit both the individual teachers and the organizations in this case the schools.

### **Teachers Professional Development Programs and Enhancement of Behaviour Management**

Globally, Tindowen, (2019) study on Influence of Empowerment on Teachers' Organizational Behaviours. This descriptive and regression research was conducted to determine the influence of empowerment on organizational behaviours of 215 teachers in Catholic Higher Education Institutions in the Philippines. The results revealed that Catholic teachers have high levels of teacher empowerment. Specifically, they have very high level of status, professional growth, self-efficacy, and impact and high level of decision-making and autonomy in scheduling. Meanwhile, they also have high level of organizational behaviours. Furthermore, three of the subscales of teacher empowerment tend to predict almost all dimensions of organizational behaviours of teachers in the school. The research concludes that Catholic Higher Education teachers are empowered to their organization as they feel respected, have opportunities for professional growth, feel efficient and effective in the classroom, and have the capacity to influence students and the school life (Tindowen, 2019). However, they do not have enough avenues to be involved in the decision-making process of their institution and do not have enough freedom and opportunities to choose their own schedules and teaching loads.

Furthermore, they exhibit positive organizational behaviours in their institutions as manifested in their strong attachment to their organization, high level of involvement to their work, harmonious relationship with their supervisors and middle level managers. Also, they exhibit discretionary actions that go beyond their functions, and have a desire and passion to continue

and uphold the teaching profession. The contexts of the two studies differ in scope and their geographical orientations. The previous study was on Influence of Empowerment on Teachers' Organizational Behaviours in Philippines while the current will be on teacher professional development programmes in enhancing teaching proficiency in selected British Curriculum Secondary Schools. In addition, the two also differ in methodology as the previous study adopted a descriptive and regression research design and only sampled teachers whereas the current study employed a mixed method approach and sampled teachers, head teachers, deputy head teachers and mentors, a gap filled by the current study.

In 1994, Uganda's Ministry of Education and Sports introduced Teacher Development Management Systems, with the sole aim of supporting and enhancing professional development of teachers through in-service teacher training. Though the training has increasingly motivated teachers into upgrading their academic qualifications, research has not established the effect of the training on professional development of teachers and loopholes, assumptions and misconceptions still persist two decades after the inception of the Teacher Management Systems. Using primary data collected in 2016 from the south-western Uganda districts of Bushenyi, Rukungiri and Sheema, this study attempts to examine this issue. Key informant interviews and questionnaires were used to collect data from a sample of 610 primary teachers and education stakeholders selected for the study. Findings show that in-service teacher training has a significant effect on teachers, particularly on their academic qualifications, performance, and professionalism.

However, these benefits can only be realized when the training is properly planned, implemented and continually evaluated, and in the presence of certain resources and incentives. To this end, the study recommends a review of teacher training approaches and a revamp of school environments to facilitate the teaching learning process. The context and methodology of the studies differ. The previous study was on In-Service Teacher Training and Professional Development of Primary School Teachers in Uganda whereas the current study was on teacher professional development programmes in enhancing teaching proficiency in selected British Curriculum Secondary Schools. In addition, the previous study used a sample of primary school teachers and education stakeholders as the main participants in the study while the current study used the teachers, head teachers and mentors to add value on data collection, a gap addressed by this current study.

In the same development, Onyango, Aloka and Raburu, (2018) investigated the effectiveness of guidance and counselling in the management of student behaviour in secondary schools in Kenya. The study was informed by assertive discipline model. Mixed method approach with concurrent triangulation design was used for the study. The population of the study was composed of 431 teachers 40 heads of guidance and counselling and 40 Deputy Principals. Stratified random sampling technique was used to select teachers, deputy principals and heads of guidance and counselling. Krejcie and Morgan sample size determination table was used in the study to determine a sample size of 28 deputy principals, 28 heads of guidance and counselling and 196 teachers. Data was collected using questionnaires, interview schedules and document analysis guides. Reliability was ascertained through split half method, and a reliability coefficient of 0.871 was realized. In order to ensure face validity of the instruments, the researcher sought expert judgment from university lecturers. Descriptive statistics and

correlational analysis were used to analyze quantitative data while qualitative data was analyzed using thematic framework.

The study established that there was a correlation coefficient of  $r=0.503$  between guidance and counselling and the management of student behaviour. The findings of the study may help the Ministry of education in the formulation of policies relevant to the management of student behaviour in secondary schools. The two studies differ in their context and methodology, though student's behaviour is key in addressing the character and entire discipline of students during national examinations. The previous study investigated the effectiveness of guidance and counselling in the management of student behaviour in secondary schools in Kenya whereas the current study looked at the teacher professional development programmes in enhancing teaching proficiency in selected British Curriculum Secondary Schools. On methodology the previous study adopted only stratified sampling technique as a method of getting the sample size while the current study used stratified, simple and purposive sampling techniques in getting the sample size.

## METHODOLOGY

This research study was conducted in Kenya and Tanzania and focused on secondary schools that teach the British curriculum within the two countries. The two countries are located in the Eastern part of Africa and covered in their southern part by Indian Ocean and share the waters of Lake Victoria. The study adopted the convergent design, an approach to inquiry that combines both quantitative and qualitative designs as proposed by Creswell and Clark (2018). The current study combined survey and phenomenology designs. This model is based on the concurrent approach to mixed methods research designs as advanced by Creswell and Clark (2018); Leech and Onwuegbuzie, (2009). The target population for the study was 10 Head teachers, 10 Deputy Head teachers, 40 School Mentors and the 240 Teachers in the 10 selected British Curriculum Secondary Schools in Kenya (8 schools) and Tanzania (2 schools). In this study, different types of data collection instruments were used. These included two sets of questionnaires, for the purpose of primary quantitative data and two sets of interview guides for qualitative data. In this research the raw data collected was systematically organized so as to carry out the data analysis. Both sets of data collected were inspected in order to identify, spelling mistakes and wrongly responded to items. The data was cross-examined to ascertain accuracy, completeness and uniformity. The data was analyzed descriptively (frequency distribution to show percentages, means and standard deviations) and by Inferential data analysis (Pearson correlation coefficient).

## FINDINGS AND DISCUSSION

The study sought to find out how the exposure in the professional development programmes enhances behaviour management in the learning and teaching process. The data collected was analyzed and presented in Tables 1 and 2 for teachers and mentors respectively.

*Table 1*

*Responses on Professional development programmes on Behaviour Management- Teachers (n=90)*

	L	SD	D	MA	A	SA
The professional development programmes have enabled me to establish classroom rules.	K	1(1.3)	4(5.3)	7(9.3)	30(40)	33(44)
	T	-	-	1(6.7)	1(6.7)	13(86.7)

The professional development programmes have enabled me to use inclusion techniques during lessons.	K	2(2.7)	-	10(13.3)	22(29.3)	41(54.7)
	T	-	-	1(6.7)	3(20)	11(73.3)
The professional development programmes facilitate my use of rewards and sanctions during lessons.	K	-	3(4)	15(20)	27(36)	30(40)
	T	-	-	-	2(13.3)	12(80)
The professional development programmes aid me in ensuring the learning environment is safe during lessons.	K	1(1.3)	2(2.7)	5(6.7)	20(26.7)	47(62.7)
	T	-	-	-	2(13.3)	13(86.7)
The professional development programmes have given me an understanding of behaviour management regulations accepted globally.	K	2(2.7)	1(1.3)	8(10.7)	20(26.7)	40(58.7)
	T	-	-	1(6.7)	4(26.7)	10(66.7)
The professional development programmes have helped me develop relevant and new skills that enhance better relationships with learners.	K	1(1.3)	2(2.7)	7(9.3)	24(32)	41(54.7)
	T	-	-	1(6.7)	2(13.3)	12(80)
The professional development programmes have helped me solve student behaviour problems more innovatively	K	2(2.7)	1(1.3)	10(13.3)	24(32)	38(50.7)
	T	-	-	-	4(26.7)	11(73.3)

**Note: P=Participants, L= Location, K= Kenya, T= Tanzania; Teachers n=90, K=75, T=15**

Source: Field Data, 2023.

The respondents were asked to indicate the extent to which they agreed that the professional development programmes have enabled them to establish classroom rules. For teachers in Kenya, 44% strongly agreed and 40% agreed while 86.7% of teachers in Tanzania strongly agreed that the professional development programmes had enabled them to establish classroom rules. On whether, the professional development programmes have enabled them to use inclusion techniques during lessons; 54.7% of Kenyan teachers strongly agreed and another 29.3% agreed while 73.3% of the teachers in Tanzania strongly agreed that professional development programmes had enabled them to use inclusion techniques during lessons. The findings imply that the teachers had upgraded their skills and knowledge in regards to managing the students and ensuring that all the students are well incorporated in the classrooms. WestEd (2012) notes that a successful teacher's professional development curriculum centres on teachers as fundamental to student preparation, the advancement of individuals, colleges and institutions, appreciation for and promote the analytical and managerial ability of teachers, directors of schools and others. It also represents the latest study and experience available in curriculum learning and leadership. Again, it helps teachers to gain more knowledge in topics and teaching techniques. It also uses technology and other primary teaching components. It supports the continuing investigation and development of schools in their everyday lives.

In regards to whether the professional development programmes facilitate my use of rewards and sanctions during lessons; 40% of the teachers in Kenya strongly agreed and another 36% agreed while 80% of teachers in Tanzania strongly agreed and 13.3% agreed that professional



development programmes facilitated their use of rewards and sanctions during lessons. Similarly, Majority (62.7%) of the teachers in Kenya strongly agreed and 26.7% agreed while 86.7% of the teachers from Tanzania strongly agreed and 13.3% agreed that professional development programmes aided them in ensuring the learning environment is safe during lessons. Results are consistent with those of Sulaiman, (2020) who investigated the influence of teachers' classroom management on pupils' motivation for learning and academic achievement in Kwara State in Nigeria and recommended that teachers should be encouraged to adopt appropriate classroom management to motivate pupils to learn for improved academic achievement. Also, courses on classroom management and leadership should be integrated into the teacher training curriculum while regular retraining of in-service teachers should be encouraged

On the statement whether the professional development programmes have given me an understanding of behaviour management regulations accepted globally; 58.7% and 66.7% of the teachers from Kenya and Tanzania strongly agreed respectively that professional development programmes had given them an understanding of behaviour management regulations accepted globally. Additionally, 54.7% and 80% of teachers from Kenya and Tanzania respectively agreed that the professional development programmes had helped them develop relevant and new skills that enhanced better relationships with learners. Finally, 50.7% and 32% of teachers in Kenya strongly agreed and agreed while 73.3% and 26.7% of teachers in Tanzania strongly agreed and agreed that the professional development programmes had helped them solve student behaviour problems more innovatively. The study findings are in agreement with those of Onyango, Aloka and Raburu, (2018) who investigated the effectiveness of guidance and counselling in the management of student behaviour in secondary schools in Kenya and established that there was a correlation coefficient of  $r=0.503$  between guidance and counselling and the management of student behaviour. The findings of the study may help the Ministry of education in the formulation of policies relevant to the management of student behaviour in secondary schools.

*Table 2*

*Responses on Professional development programmes on Behaviour Management- Mentors (n=15)*

	L	SD	D	MA	A	SA
The professional development programmes have enabled teachers to establish classroom rules.	K	-	1(8.3)	5(41.7)	1(8.3)	5(41.7)
	T	-	-	1(33.3)	-	2(66.7)
The professional development programmes have enabled teachers to use inclusion techniques during lessons.	K	-	-	2(16.7)	5(41.7)	5(41.7)
	T	-	-	-	-	3(100)
The professional development programmes facilitate teachers' use of rewards and sanctions during lessons.	K	-	2(16.7)	1(8.3)	7(58.3)	2(16.7)
	T	-	-	-	2(66.7)	1(33.3)
The professional development programmes aid teachers in ensuring the learning environment is safe during lessons	K	-	-	1(8.3)	5(41.7)	6(50)
	T	-	-	-	-	3(100)
The professional development	K	-	-	1(8.3)	5(41.7)	6(50)

programmes have given teachers' an understanding of behaviour management regulations accepted globally.	T	-	-	-	-	3(100)
The professional development programmes have helped teachers to develop relevant and new skills that enhance better relationships with learners.	K	-	-	3(25)	5(41.7)	4(33.3)
	T	-	-	-	-	3(100)
The professional development programmes have helped teachers to solve student behaviour problems more innovatively	K	-	1(8.3)	4(33.3)	3(25)	4(33.3)
	T	-	-	-	1(33.3)	2(66.7)

**Note: P=Participants, L= Location, K= Kenya, T= Tanzania; Mentors n=15, K=12, T=3**

Source: Field Data, 2023.

The study sought to find out whether the professional development programmes have enabled teachers to establish classroom rules. Table 4.10 shows that majority (66.7%) of the mentors in Tanzania strongly agreed and 33.3% moderately agreed while their counterparts in Kenya, 41.7% strongly agreed, 41.7% moderately agreed and 8.3% agreed that professional development programmes had enabled teachers to establish classroom rules. All the mentors from Tanzania strongly agreed that the professional development programmes had enabled teachers to use inclusion techniques during lessons, while 41.7% of the Kenyan mentors strongly agreed and another 41.7% agreed on the same. Results are in tandem with WestEd (2012) who noted that a successful teacher's professional development curriculum centres on teachers as fundamental to student preparation, the advancement of individuals, colleges and institutions, appreciation for and promote the analytical and managerial ability of teachers, directors of schools and others. It also represents the latest study and experience available in curriculum learning and leadership. Again, it helps teachers to gain more knowledge in topics and teaching techniques. It also uses technology and other primary teaching components. It supports the continuing investigation and development of schools in their everyday lives.

On whether the professional development programmes facilitate teachers' use of rewards and sanctions during lessons; Majority (66.7%) and 58.3% of the mentors from Tanzania and Kenya respectively agreed that professional development programmes facilitated teachers' use of rewards and sanctions during lessons. In regards to what extent the professional development programmes aid teachers in ensuring the learning environment is safe during lessons; 50% and 41.7% of the mentors in Kenya strongly agreed and agreed respectively while all the mentors in Tanzania strongly agreed. Results are consistent with those of Sulaiman, (2020) who investigated the influence of teachers' classroom management on pupils' motivation for learning and academic achievement in Kwara State in Nigeria and recommended that teachers should be encouraged to adopt appropriate classroom management to motivate pupils to learn for improved academic achievement. Also, courses on classroom management and leadership should be integrated into the teacher training curriculum while regular retraining of in-service teachers should be encouraged

The study further sought to establish whether the professional development programmes have given teachers' an understanding of behaviour management regulations accepted globally. Majority (50%) of the mentors in Kenya strongly agreed, 41.7% agreed while all the mentors in Tanzania strongly agreed that professional development programmes had given teachers' an understanding of behaviour management regulations accepted globally. In furtherance, 41.7% and 33.3% of the mentors in Kenya agreed and strongly agreed respectively while all the mentors in Tanzania strongly agreed that the professional development programmes had helped teachers to develop relevant and new skills that enhanced better relationships with learners. Finally, 66.7% of the mentors in Tanzania strongly agreed and 33.3% agreed that the professional development programmes had helped teachers to solve student behaviour problems more innovatively. On the other hand, 33.3% of the mentors in Kenya strongly agreed, 25% agreed and 33.3% moderately agreed that professional development programmes had helped teachers to solve student behaviour problems more innovatively. The findings of the study may help the Ministry of education in the formulation of policies relevant to the management of student behaviour in secondary schools.

From qualitative data, the head teachers and deputy head teachers agreed that professional development programs enhanced teachers' proficiency in behaviour management greatly. This is because teachers are more aware of emerging trends of managing student behaviour, how to focus on positive behaviour and rewarding that rather than pointing out negative behaviour. Furthermore, they are also aware of and more confident in prevention, identification as well as addressing and tracking of behaviour issues. The respondents also indicated that PD created a good understanding of pupil behaviour and management skills.

This was echoed by the responses from respondent HT 4 who explained that; "Teachers are aware of how behaviour affects learning. Helps teachers to focus on rewards rather than punishments, helps teachers to pre-empt some forms of behaviour that impact learning, equips teachers with skills on how to deal with behaviour, provides a forum where teachers can discuss behaviour management in the whole school. Training is provided on how to assess behaviour using prescribed tools and using the generated data for improvement" (HT 4, June 9, 2023).

Another respondent HT 2 had this to say;

Professional development programs enhance teachers' proficiency in behaviour management in the classroom through PBIS, classroom management strategies, relationship building, restorative practices, and support and feedback. These programs teach teachers how to develop and implement systems of support that emphasize positive behaviour, establish clear expectations, build positive relationships with students, repair harm and restore relationships using restorative practices, and receive support and feedback to reflect on their practices and make improvements. By focusing on prevention, positive reinforcement, and relationship-building, teachers can create a positive and productive learning environment that fosters academic success for all students (HT 2, June 6, 2023).

The respondents also indicated that PD provides sharing opportunities of practical school experiences and how behaviour cases are handled and this leads to improvement in managing behaviour, guiding and correcting students.

The respondents opined that; "Classroom management is a key issue that the teachers are equipped on how to manage any emerging situations in their classrooms. The teachers are able to

determine what actions warrant specific actions. Additionally, when staff discuss different scenarios highlighted in behaviour management, they get to understand different approaches to use in managing challenging behaviour that deters learning. Teachers deal with specific and individual cases with the aim of correcting and rehabilitating the child as well as ability to address better behaviour management in relation to the learners” (HT 3, May 28, 2023).

The respondents indicated that behaviour management was enhanced through various ways such training, counselling, workshops and mentoring and use of technology. This was explained by the respondents who stated that;

The school prepares training for teachers on the behaviour management policy of the school and this helps early career teachers as well as the rest of the staff to maintain the school’s routines and rules as well as the ability to teach positive behaviour for the pupils. Pastoral workshops, Counselling and wellness sessions provide opportunities for teachers to develop knowledge and skills as well as use of technology to record and monitor behaviour. Reviewing existing school policy and practices for consistency and applicability, adopting new practice (DHT 2, June 7, 2023).

However, one of the respondents was of the opinion that professional development programmes enhanced behaviour management slightly and had this to say; “Not adequate enough to cause a change in behaviour. Mentoring, however, does take place on an ongoing basis” (HT 6, May 25, 2023).

The study findings were in line with Sparks and Louck (2020) who observed that programme undertaken in schools are connected with the vast efforts of schools, teachers engaging mutually as helpers and as planners with the administrator of service programmes, and as characteristics of productive teachers’ professional growth. Additionally, WestEd (2012) noted that a successful teacher’s professional development curriculum centers on teachers as fundamental to student preparation, the advancement of individuals, colleges and institutions, appreciation for and promote the analytical and managerial ability of teachers, directors of schools and others.

### **Relationship between the Professional Development Programmes and Behaviour Management in the Learning and Teaching Process**

The study’s research question was; how does the exposure in the professional development programmes enhanced behaviour management in the learning and teaching process. The findings are summarized in Table 3.

*Table 3*

*Linear Model Summary for Professional development and behaviour management*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506a	0.256	0.248	0.62798

Note. a Predictors: (Constant), Professional development

Source: Field Data, 2023.

The coefficient of determination ( $R^2$ ) and correlation coefficient (R) shows the degree of association between professional development programmes and behaviour management in the learning and teaching process. The results indicate that  $R^2 = 0.256$  and  $R = 0.506$ . R value gives an indication that there is a strong and positive relationship between professional development programmes and behaviour management in the learning and teaching process. The  $R^2$  value of 0.256 indicates that professional development programmes explain 25.6% of variations in

behaviour management in the learning and teaching process. The study findings were in line with Mitchell, Kwok and Huston (2020) who concluded that coaching had a large impact on teachers' professional development and resulted in changed practices. Maximized benefit was achieved when the coach approached professional development topics which were being taught in the district continuous professional development programmes. The findings are in support of McGregor's Theory X and Y which opines that teachers and students just do not want to follow a certain code of set behaviour and the leaders or managers have to apply various management practices to ensure that they do the right things. Theory X assumes that people dislike work; they want to avoid it and do not want to take responsibility. Theory Y assumes that people are self-motivated, and thrive on responsibility.

*Table 4*

*ANOVA for Professional development and Behaviour management*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.955	1	13.955	35.387	.000b
	Residual	40.619	103	0.394		
	Total	54.574	104			

Note. a Dependent Variable: Behaviour management

b Predictors: (Constant), Professional development

Source: Field Data, 2023.

From the ANOVA table 4 of the stepwise linear regression analysis, it is clear that the model is significant in predicting how professional development programmes enhance behaviour management in the learning and teaching process. The regression model achieved a high degree of fit as reflected by an  $R^2$  of 0.256 ( $F = 35.387$ ;  $P = 0.000 < 0.05$ ). The relationship was significant at critical value (0.05) since the reported p-value (0.000) was less than the critical value. This means that the measures of professional development programmes were significant at 95% confidence level which support previous findings from correlation analysis, which reported that there was a significant correlation among the variables ( $r = 0.506$ ). This implies that the null hypothesis  $\beta_1=0$  is rejected and the alternative hypothesis  $\beta_1 \neq 0$  is taken to hold implying that the model  $Y = \beta_0 + \beta_1 X_1 + e$ , is significantly fit. Thus, it was important to test the significance of the predictor to determine its effect on behaviour management in the learning and teaching process.

*Table 5*

*Regression Coefficients for Professional development and Behaviour management*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig
1	(Constant)	2.912	0.249		11.696	0.000
	Professional development	0.355	0.06	0.506	5.949	0.000

Note. a Dependent Variable: Behaviour management

Source: Field Data, 2023.

Results shown in Table 4.24 indicate that the coefficient of determination was significant with a value of 0.355 and  $p= 0.000$ . This indicates that a unit increase in professional development programmes would result in 35.5% increase in behaviour management value in a direct relationship between professional development programmes and behaviour management in the learning and teaching process. Therefore, at  $p< 0.05$  level of significance, the null hypothesis ( $H_0$ ) is rejected and accepts the alternate hypotheses ( $H_A$ ) implying that professional development programmes have a significant influence on behaviour management in the learning and teaching process.

The study findings were in line with Nzarirwehi and Atuhumuze, (2019) who asserted that in-service teacher training has a significant effect on teachers, particularly on their academic qualifications, performance, and professionalism. To this end, the study recommended a review of teacher training approaches and a revamp of school environments to facilitate the teaching learning process. WestEd (2012) pointed out that a successful teacher's professional development curriculum centres on teachers as fundamental to student preparation, the advancement of individuals, colleges and institutions, appreciation for and promote the analytical and managerial ability of teachers, directors of schools and others.

### **Summary**

The study's objective was to find out how the exposure in the professional development programmes enhances behaviour management in the learning and teaching process. The study findings indicated that there was a positive and significant relationship between professional development programmes and behaviour management in the learning and teaching process. The coefficient of determination was significant with a value of 0.355 and  $p= 0.000$ . This indicates that a unit increase in professional development programmes would result in 35.5% increase in behaviour management value in a direct relationship between professional development programmes and behaviour management in the learning and teaching process. Descriptive statistics supported these findings by the overwhelming responses from the respondents who agreed that professional development programmes had enabled the teachers to establish classroom rules, to use inclusion techniques during lessons, to use of rewards and sanctions during lessons and helped the teachers develop relevant and new skills that enhance better relationships with learners.

### **CONCLUSIONS AND RECOMMENDATIONS**

The study also concludes that professional development programmes had enhanced behaviour management in that the teachers were able to control the students, make classroom rules and incorporate all learners as they teach them. The regression results led to the conclusion that professional development programmes had a positive and significant relationship with behaviour management, assessment for learning and teachers' self-efficacy. The study further concludes that the teachers benefited greatly from the development programmes by improving their confidence and understanding well the learners and upgrading their skills to modern teaching strategies thus improving the learner's outcome. The study recommends that teachers should be encouraged to adopt appropriate classroom management to motivate pupils to learn for improved academic achievement. Also, courses on classroom management and leadership should be integrated into the teacher training curriculum while regular retraining of in-service teachers should be encouraged.

## Declaration of Conflict of Interest

The authors indicated no Conflict of Interest.

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