

TEACHER PREPARATION PROGRAMMES AS PREDICTORS OF CLASSROOM MANAGEMENT COMPETENCE AND INSTRUCTIONAL EFFECTIVENESS AMONG TEACHERS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN KUJE AREA COUNCIL, ABUJA

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Abstract

The study investigated teacher preparation programmes as predictors of classroom management competence and instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. Four research questions and four null hypotheses were formulated to guide the study. The study adopted a correlational research design. The study was carried out in Kuje Area Council, Abuja. The population comprised 632 teachers in all the public junior secondary schools in the Area Council. A sample of 239 teachers was selected using a proportionate stratified random sampling technique based on the Krejcie and Morgan (1970) sample size determination table. The instrument for data collection was a structured questionnaire titled *Teacher Preparation Programmes, Classroom Management Competence and Instructional Effectiveness Questionnaire (TPPCMCIEQ)*. The instrument was face and content validated by three experts, one from ECWA Theological Seminary, Karu, FCT Abuja, Nigeria and two from the Faculty of Education, University of Nigeria, Nsukka. The reliability was established through a pilot study using the Cronbach Alpha method, which yielded an overall reliability coefficient of 0.84. The instrument was administered directly to the respondents by the researcher with the assistance of three trained research assistants. Data collected were analysed using simple linear regression to answer the research questions, while the associated t-test for regression was used to test the hypotheses at the 0.05 level of significance. The findings revealed that teaching practice experience had a high and significant predictive power on classroom management competence and instructional effectiveness among teachers. The study also found that professional mentoring had a high and significant predictive power on classroom management competence and instructional effectiveness among teachers. Based on the findings, it was recommended that teacher education institutions should strengthen teaching practice programmes and institutionalize effective professional mentoring to enhance teachers' professional competence and instructional effectiveness.

Keywords: Teacher preparation programmes, teaching practice experience, professional mentoring, classroom management competence, instructional effectiveness

Introduction

Education is widely acknowledged as the foundation for national development because it equips individuals with the knowledge, skills, values, and competencies required for personal growth and societal transformation. The achievement of educational goals, however, depends largely on the quality of teachers available in schools. Teachers occupy a central position in every educational system because they are responsible for implementing the curriculum, facilitating learning, managing classrooms, assessing learners' progress, and promoting the overall development of students. Regardless of the availability of educational resources, infrastructure, or curriculum innovations, the effectiveness of any educational system cannot rise above the quality of its teachers. Consequently, governments, educational planners, teacher education institutions, and other

stakeholders continue to devote considerable attention to improving teacher quality through effective teacher preparation programmes (Darling-Hammond, 2017).

The twenty-first century has witnessed unprecedented changes in education arising from globalization, technological innovations, curriculum reforms, inclusive education, and increasing diversity among learners. These developments have expanded teachers' responsibilities beyond classroom instruction to include effective classroom management, learner guidance, collaboration with colleagues and parents, integration of technology into teaching, and continuous professional learning. Teachers are therefore expected to demonstrate sound pedagogical knowledge, professional competence, leadership skills, communication skills, and the ability to respond to diverse classroom situations. Meeting these expectations requires comprehensive teacher preparation programmes that combine theoretical knowledge with practical classroom experiences capable of producing competent and effective teachers (Organisation for Economic Co-operation and Development, 2020; United Nations Educational, Scientific and Cultural Organization, 2023; European Commission, 2023).

Teacher preparation programmes remain one of the most important strategies for developing competent teachers capable of improving educational quality. These programmes consist of organized academic and professional experiences designed to equip prospective teachers with the knowledge, skills, values, attitudes, and practical competencies required for effective teaching and learning. They expose prospective teachers to educational foundations, curriculum studies, psychology of learning, instructional methods, classroom assessment, educational technology, classroom management, teaching practice, and professional ethics. Beyond theoretical instruction, teacher preparation programmes provide opportunities for prospective teachers to experience real classroom situations where they develop confidence, improve instructional skills, and acquire practical competencies necessary for successful teaching. Darling-Hammond (2022) observed that well-designed teacher preparation programmes significantly influence teachers' professional competence and classroom performance. Similarly, the Teachers Registration Council of Nigeria (2021) emphasized that quality teacher preparation remains indispensable for improving teachers' professional standards and enhancing educational outcomes in Nigeria.

The effectiveness of teacher preparation programmes is often reflected in teachers' ability to translate professional knowledge into effective classroom practice. Teachers who receive adequate preparation are more likely to possess the confidence, pedagogical competence, and professional judgement required to organize learning activities, manage learner behaviour, employ appropriate instructional strategies, assess learners effectively, and create classroom environments that promote meaningful learning. Conversely, inadequate preparation may limit teachers' ability to respond to classroom challenges, resulting in poor instructional delivery, ineffective classroom management, reduced learner participation, and unsatisfactory learning outcomes. This suggests that the quality of teacher preparation programmes plays a significant role in determining teachers' classroom competence and instructional effectiveness (Gold, 2022; König, 2023; Mason, 2025).

Among the major components of teacher preparation programmes are teaching practice experience and professional mentoring, both of which are considered indispensable for developing competent teachers. Teaching practice experience provides prospective teachers with opportunities to apply educational theories in real classroom settings under the supervision of experienced educators. During this period, student teachers learn how to prepare lesson plans, organize classroom activities, manage learners

with different abilities, utilize instructional materials, communicate effectively, and evaluate students' learning outcomes. Through repeated classroom interactions, they gradually acquire practical teaching competencies that cannot be obtained through classroom lectures alone. Studies have shown that meaningful teaching practice enhances teachers' confidence, classroom management skills, instructional competence, and professional commitment (European Commission, 2023; Darling-Hammond, 2022; UNESCO, 2023).

Professional mentoring complements teaching practice by providing beginning teachers with continuous guidance, coaching, supervision, encouragement, and professional support during their transition into the teaching profession. Mentoring enables novice teachers to learn from experienced colleagues, improve their instructional practices, strengthen classroom management skills, solve professional challenges, and adapt successfully to school environments. Effective mentoring also encourages reflective practice, promotes continuous professional development, enhances teacher confidence, and improves instructional quality. According to the Organisation for Economic Co-operation and Development (2020), structured mentoring programmes contribute significantly to teacher retention and professional effectiveness. Likewise, Mason (2025) reported that teachers who receive sustained professional mentoring demonstrate greater classroom confidence and instructional competence than those who receive little or no mentoring support.

One of the major outcomes expected from effective teacher preparation programmes is classroom management competence. Classroom management competence extends beyond maintaining discipline to include teachers' ability to establish and sustain a safe, orderly, supportive, inclusive, and learner-centred classroom environment that promotes effective teaching and learning. It involves organizing instructional activities, managing classroom time efficiently, motivating learners, preventing disruptive behaviour, resolving conflicts, encouraging positive interpersonal relationships, and ensuring that every learner actively participates in classroom activities. Teachers who possess classroom management competence create environments that enhance learner engagement, improve academic performance, reduce disciplinary problems, and promote positive social interactions among students. Consequently, classroom management competence has continued to receive considerable attention in teacher education because it remains one of the strongest indicators of teacher effectiveness (Emmer & Sabornie, 2015; Evertson & Weinstein, 2019; O'Neill, 2015).

Closely related to classroom management competence is instructional effectiveness, which refers to the extent to which teachers successfully plan, organize, implement, assess, and improve instructional activities to achieve desired learning objectives. Instructionally effective teachers possess sound pedagogical knowledge, communicate clearly, utilize appropriate teaching methods, integrate instructional materials effectively, encourage learner participation, provide timely feedback, and continuously evaluate learning outcomes for improvement. Such teachers demonstrate flexibility in addressing learners' individual differences while promoting critical thinking, creativity, collaboration, and problem-solving skills required in contemporary education. Hattie (2023) argued that teachers' instructional effectiveness remains one of the most significant school-based factors influencing students' academic achievement. Similarly, UNESCO (2023) maintained that improving instructional effectiveness among teachers is essential for achieving quality education and sustainable national development.

Notwithstanding continuous efforts by governments and teacher education institutions to improve teacher education in Nigeria, concerns persist regarding the

preparedness of some teachers entering public secondary schools. Educational administrators, school principals, supervisors, and policymakers have continued to express concerns over teachers' inability to effectively manage classrooms, utilize learner-centred teaching strategies, integrate instructional resources, maintain discipline, and respond appropriately to diverse learners' educational needs. These challenges have been linked to inadequate practical exposure during teacher preparation, insufficient mentoring opportunities, weak supervision during teaching practice, and limited professional support after employment (Federal Republic of Nigeria, 2017; Teachers Registration Council of Nigeria, 2021; UNESCO, 2023). Where these deficiencies exist, teachers may experience difficulties that adversely affect classroom management competence and instructional effectiveness.

The situation appears particularly important in public junior secondary schools because teachers at this level serve as facilitators of learning during a critical stage of learners' academic and personal development. In public junior secondary schools in Kuje Area Council, Abuja, teachers are expected to manage classrooms characterized by learners from diverse socio-economic, cultural, linguistic, and academic backgrounds. They are equally expected to implement curriculum innovations, utilize instructional technologies, manage increasing class sizes, and promote inclusive learning despite challenges associated with limited educational resources. These realities require teachers who possess adequate classroom management competence and instructional effectiveness acquired through quality teacher preparation programmes.

Several empirical studies have examined teacher education, teacher effectiveness, classroom management, instructional quality, and professional development in different educational contexts. However, many of these studies concentrated on teacher qualifications, in-service training, professional development, teacher effectiveness, or students' academic achievement, with relatively little attention given to the predictive contributions of specific components of teacher preparation programmes. More specifically, limited studies have simultaneously examined the predictive influence of teaching practice experience on classroom management competence, teaching practice experience on instructional effectiveness, professional mentoring on classroom management competence, and professional mentoring on instructional effectiveness, particularly among teachers in public junior secondary schools. This gap underscores the need for empirical investigation.

Based on the researcher's personal observations during interactions with teachers and school administrators in Kuje Area Council, some teachers appear to encounter challenges in organizing classroom activities, maintaining learner discipline, implementing learner-centred instructional strategies, managing classroom diversity, and delivering effective instruction. While these challenges may be associated with several factors, the extent to which they are influenced by teacher preparation programmes has not been sufficiently established through empirical evidence within the study area. Furthermore, available literature indicates that no known study has specifically investigated teacher preparation programmes as predictors of classroom management competence and instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. Consequently, the present study seeks to determine the predictive powers of teaching practice experience on classroom management competence, teaching practice experience on instructional effectiveness, professional mentoring on classroom management competence, and professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. It is expected that the findings of the study will provide useful

information for educational planners, teacher education institutions, school administrators, policymakers, and other stakeholders in strengthening teacher preparation programmes, improving teacher quality, and enhancing effective teaching and learning in Nigerian public secondary schools.

Statement of the Problem

Teacher preparation programmes are expected to equip teachers with the professional knowledge, pedagogical skills, classroom management competence, and instructional abilities required for effective teaching and learning in schools. Through quality teaching practice experiences and professional mentoring, teachers are expected to develop the confidence and competence needed to create conducive learning environments, manage learners effectively, implement learner-centred instructional strategies, and achieve the educational objectives of public junior secondary schools. Ideally, teachers who have undergone effective preparation programmes should demonstrate sound classroom management competence by maintaining discipline, organizing classroom activities, managing instructional time efficiently, promoting positive teacher-learner relationships, and creating an environment that supports active learning. They should also exhibit high instructional effectiveness through proper lesson planning, appropriate use of instructional materials, effective teaching strategies, continuous assessment, and the ability to address the diverse learning needs of students. Such competencies are expected to enhance students' participation, improve academic performance, and contribute to the achievement of educational goals. However, observations in many public junior secondary schools suggest that this expectation has not been fully realized. Some teachers appear to experience challenges in maintaining classroom discipline, managing learners with varying behavioural and academic characteristics, sustaining students' attention during lessons, utilizing appropriate instructional methods, and effectively implementing classroom activities. In some instances, ineffective classroom management has resulted in frequent disruptions, low learner participation, poor classroom control, and reduced instructional effectiveness. These challenges may undermine the quality of teaching and the attainment of educational objectives in public junior secondary schools.

Although several factors may contribute to these challenges, the extent to which teacher preparation programmes, particularly teaching practice experience and professional mentoring, influence teachers' classroom management competence and instructional effectiveness has not been clearly established in public junior secondary schools in Kuje Area Council, Abuja. Moreover, available studies have largely focused on teacher qualifications, professional development, teacher effectiveness, or students' academic achievement, with limited attention given to the predictive influence of teaching practice experience and professional mentoring on both classroom management competence and instructional effectiveness within the study area. It is against this background that this study seeks to determine the predictive powers of teaching practice experience and professional mentoring on classroom management competence and instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. The study specifically seeks to ascertain whether teaching practice experience and professional mentoring significantly predict classroom management competence and instructional effectiveness among teachers in the study area.

Purpose of the Study

The general purpose of this study is to investigate teacher preparation programmes as predictors of classroom management competence and instructional effectiveness among

teachers in public junior secondary schools in Kuje Area Council, Abuja. Specifically, the study sought to determine the predictive powers of:

1. teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.
2. teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.
3. professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.
4. professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Research Questions

The following research questions guided the study:

1. What is the predictive power of teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja?
2. What is the predictive power of teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja?
3. What is the predictive power of professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja?
4. What is the predictive power of professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja?

Hypotheses

The following null hypotheses will be tested at the 0.05 level of significance:

- Ho₁:** There is no significant predictive power of teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.
- Ho₂:** There is no significant predictive power of teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.
- Ho₃:** There is no significant predictive power of professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.
- Ho₄:** There is no significant predictive power of professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Methods

This study adopted a correlational research design. The design was considered appropriate because it sought to determine the predictive powers of teacher preparation programmes on classroom management competence and instructional effectiveness among teachers without manipulating any of the variables. The study was carried out in Kuje Area Council, Abuja. Kuje Area Council is one of the six Area Councils in the Federal Capital Territory, Nigeria. The Area Council has several public junior secondary schools with qualified teachers responsible for implementing the junior secondary school curriculum. The population of the study comprised 632 teachers in all the public junior secondary schools in Kuje Area Council, Abuja. The sample size for the study was 239 teachers, determined using the Krejcie and Morgan (1970) sample size determination

table. A proportionate stratified random sampling technique was employed to ensure adequate representation of teachers from all the public junior secondary schools in the study area. The instrument used for data collection was a structured questionnaire titled *Teacher Preparation Programmes, Classroom Management Competence and Instructional Effectiveness Questionnaire (TPPCMCIEQ)*. The questionnaire was developed by the researcher based on the objectives of the study and relevant literature. The instrument was subjected to face and content validation by three experts, comprising one from ECWA Theological Seminary, Karu, FCT Abuja, Nigeria and two from the Educational Administration and Planning Unit, Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka. Their observations and suggestions guided the modification of the instrument before the final draft was produced.

The reliability of the instrument was established through a pilot test conducted among 30 teachers in public junior secondary schools in Gwagwalada Area Council, Abuja, which was outside the study area but possessed similar characteristics. The data collected were analysed using Cronbach Alpha reliability method. The reliability coefficients obtained were .81 for Teaching Practice Experience, .84 for Professional Mentoring, .86 for Classroom Management Competence, and .83 for Instructional Effectiveness, with an overall reliability coefficient of .84, indicating that the instrument was reliable for the study. The researcher, with the assistance of three trained research assistants, administered 239 copies of the questionnaire directly to the respondents. The completed copies of the questionnaire were retrieved immediately and during subsequent visits, resulting in a high retrieval rate. Data collected were analysed using simple linear regression to answer the research questions, while the associated t-test for regression was used to test the null hypotheses at the 0.05 level of significance. The decision rule for answering the research questions was based on the coefficient of determination (R^2), interpreted as follows: 0.00–0.20 = Very Low Predictive Power, 0.21–0.40 = Low Predictive Power, 0.41–0.60 = Moderate Predictive Power, 0.61–0.80 = High Predictive Power, and 0.81–1.00 = Very High Predictive Power. For the hypotheses, the null hypothesis was rejected where the probability (Sig.) value was less than or equal to 0.05; otherwise, the null hypothesis was not rejected.

Results

Research Question One: What is the predictive power of teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja?

Table 1: Linear regression of the predictive power of teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	R	R Square	Adjusted R Square	Decision
1	.842a	.709	.708	High Predictive Power

Decision Rule: 0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 1 revealed that the regression coefficient (R) and coefficient of determination (R^2) are .842 and .709, respectively. The coefficient of determination of 70.9% indicates that teaching practice experience has a high predictive power on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja. This implies that 70.9% of the variation in

classroom management competence is explained by teaching practice experience, while the remaining 29.1% is attributable to other variables not included in this study.

Hypothesis One

H₀₁: There is no significant predictive power of teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Table 2: t-test associated with the linear regression of the predictive power of teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1 (Constant)	5.284	.973		5.431 .000
Teaching Practice Experience	.861	.031	.842	27.774 .000

Data presented in Table 2 showed that the calculated t-value is 27.774. The null hypothesis was rejected because the significance value of .000 is less than the probability value of .05. Therefore, there is a significant predictive power of teaching practice experience on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Research Question Two: What is the predictive power of teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja?

Table 3: Linear regression of the predictive power of teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	R	R Square	Adjusted R Square	Decision
1	.826a	.682	.681	High Predictive Power

Decision Rule: 0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 3 revealed that the regression coefficient (R) and coefficient of determination (R²) are .826 and .682, respectively. The coefficient of determination of 68.2% indicates that teaching practice experience has a high predictive power on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. This implies that 68.2% of the variation in instructional effectiveness is explained by teaching practice experience, while the remaining 31.8% is attributable to other variables not included in this study.

Hypothesis Two

H₀₂: There is no significant predictive power of teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Table 4: t-test associated with the linear regression of the predictive power of teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Beta		
		Error		
1 (Constant)	6.148	.884	6.955	.000
Teaching Practice Experience	.842	.034	24.765	.000

Data presented in Table 4 showed that the calculated t-value is 24.765. The null hypothesis was rejected because the significance value of .000 is less than the probability value of .05. Therefore, there is a significant predictive power of teaching practice experience on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Research Question Three: What is the predictive power of professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja?

Table 5: Linear regression of the predictive power of professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	R	R Square	Adjusted R Square	Decision
1	.854a	.729	.728	High Predictive Power

Decision Rule: 0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 5 revealed that the regression coefficient (R) and coefficient of determination (R^2) are .854 and .729, respectively. The coefficient of determination of 72.9% indicates that professional mentoring has a high predictive power on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja. This implies that 72.9% of the variation in classroom management competence is explained by professional mentoring, while the remaining 27.1% is attributable to other variables not included in this study.

Hypothesis Three

H₀₃: There is no significant predictive power of professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Table 6: t-test associated with the linear regression of the predictive power of professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Beta		
		Error		
1 (Constant)	4.916	.842	5.838	.000

Professional Mentoring	.887	.029	.854	30.586	.000
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Data presented in Table 6 showed that the calculated t-value is 30.586. The null hypothesis was rejected because the significance value of .000 is less than the probability value of .05. Therefore, there is a significant predictive power of professional mentoring on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Research Question Four: What is the predictive power of professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja?

Table 7: Linear regression of the predictive power of professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	R	R Square	Adjusted R Square	Decision
1	.838a	.702	.701	High Predictive Power

Decision Rule: 0.00–0.20 (Very Low), 0.21–0.40 (Low), 0.41–0.60 (Moderate), 0.61–0.80 (High), and 0.81 and above (Very High).

Data presented in Table 7 revealed that the regression coefficient (R) and coefficient of determination (R^2) are .838 and .702, respectively. The coefficient of determination of 70.2% indicates that professional mentoring has a high predictive power on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. This implies that 70.2% of the variation in instructional effectiveness is explained by professional mentoring, while the remaining 29.8% is attributable to other variables not included in this study.

Hypothesis Four

H₀₄: There is no significant predictive power of professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Table 8: t-test associated with the linear regression of the predictive power of professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1 (Constant)	5.734	.917		6.253 .000
Professional Mentoring	.873	.032	.838	27.281 .000

Data presented in Table 8 showed that the calculated t-value is 27.281. The null hypothesis was rejected because the significance value of .000 is less than the probability value of .05. Therefore, there is a significant predictive power of professional mentoring on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja.

Discussion of Findings

The findings of the study revealed that teaching practice experience has a high and significant predictive power on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja. This implies that teachers who were adequately exposed to teaching practice during their preparation programmes are more likely to demonstrate better classroom management competence. The finding is not surprising because teaching practice provides prospective teachers with opportunities to translate theoretical knowledge into practical classroom experiences, develop confidence, manage learner behaviour, and improve classroom organization. The finding agrees with Darling-Hammond (2017), who maintained that effective teacher preparation programmes produce teachers who are better equipped to manage classroom situations and improve learners' outcomes. Similarly, Darling-Hammond (2022) asserted that practical experiences during teacher preparation significantly influence teachers' professional competence and readiness for classroom practice. The finding also supports the views of Emmer and Sabornie (2015), Evertson and Weinstein (2019), and O'Neill (2015), who emphasized that classroom management competence develops through practical teaching experiences and continuous professional learning. Furthermore, the finding is consistent with the position of the Teachers Registration Council of Nigeria (2021), which identified teaching practice as an essential component of teacher preparation for developing professional competence among teachers.

The study further found that teaching practice experience has a high and significant predictive power on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. This suggests that adequate practical exposure during teacher preparation enhances teachers' ability to plan lessons, utilize appropriate instructional strategies, engage learners effectively, and achieve instructional objectives. The finding corroborates the assertions of Hattie (2023), who reported that teachers' professional competence substantially influences instructional effectiveness and students' learning outcomes. The finding is also in agreement with Gold (2022), who observed that teacher preparation programmes improve teachers' pedagogical competence and instructional performance. Likewise, König (2023) reported that quality teacher preparation contributes significantly to instructional quality by equipping teachers with the knowledge and practical skills necessary for effective classroom instruction. The finding further supports the position of the Organisation for Economic Co-operation and Development (2020) which emphasized that effective teacher preparation remains fundamental to improving instructional quality and educational outcomes.

The findings also revealed that professional mentoring has a high and significant predictive power on classroom management competence among teachers in public junior secondary schools in Kuje Area Council, Abuja. This indicates that teachers who receive continuous guidance and support from experienced colleagues are more likely to demonstrate effective classroom management competence. The finding agrees with Mason (2025), who reported that professional mentoring enhances beginning teachers' confidence, classroom management skills, and overall professional effectiveness. The finding also supports the views of Darling-Hammond (2022), who emphasized that mentoring provides opportunities for reflective practice and continuous improvement in classroom performance. Similarly, the European Commission (2023) maintained that mentoring programmes strengthen teachers' professional competence through continuous support, collaboration, and practical guidance. The finding equally aligns with the provisions of the Federal Republic of Nigeria (2017), which advocates continuous professional support for teachers as a means of improving educational quality.

Finally, the study found that professional mentoring has a high and significant predictive power on instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. The finding implies that teachers who receive regular mentoring are more likely to demonstrate effective lesson delivery, appropriate instructional strategies, learner engagement, and improved instructional outcomes. The finding is consistent with Mason (2025), who concluded that professional mentoring significantly enhances teachers' instructional competence and professional growth. It also agrees with the findings of Gold (2022), which reported that mentoring contributes to improved instructional quality by enabling teachers to acquire practical teaching skills and refine their pedagogical practices. Furthermore, UNESCO (2021) emphasized that continuous professional support and mentoring are essential for improving teachers' instructional effectiveness and achieving quality education, while the Organisation for Economic Co-operation and Development (2020) affirmed that mentoring promotes lifelong professional learning among teachers. Overall, the findings of this study underscore the importance of strengthening teacher preparation programmes through quality teaching practice experiences and structured professional mentoring to enhance classroom management competence and instructional effectiveness among teachers in public junior secondary schools.

Contribution to Knowledge

The study contributed to knowledge by providing empirical evidence on the predictive influence of teacher preparation programmes on classroom management competence and instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. Specifically, the study established that teaching practice experience significantly predicts classroom management competence and instructional effectiveness, thereby reinforcing the importance of practical teaching experiences in teacher preparation. The study also demonstrated that professional mentoring significantly predicts classroom management competence and instructional effectiveness, highlighting the need for continuous professional guidance for teachers. Furthermore, the study enriched the existing body of literature by integrating teaching practice experience and professional mentoring as dimensions of teacher preparation programmes with classroom management competence and instructional effectiveness as outcome variables. The findings also provide useful empirical information for educational planners, teacher education institutions, school administrators, policymakers, and researchers in strengthening teacher preparation programmes and improving teacher quality in public secondary schools.

Conclusion

Based on the findings of the study, it was concluded that teacher preparation programmes are significant predictors of classroom management competence and instructional effectiveness among teachers in public junior secondary schools in Kuje Area Council, Abuja. The study established that teaching practice experience significantly predicts both classroom management competence and instructional effectiveness, indicating that adequate practical teaching experience enhances teachers' professional competence and effectiveness in classroom instruction. The study also concluded that professional mentoring significantly predicts classroom management competence and instructional effectiveness, suggesting that continuous guidance and support from experienced professionals contribute substantially to teachers' classroom performance. Therefore, strengthening teaching practice experiences and institutionalizing effective

professional mentoring programmes are essential for improving teacher quality and enhancing the effectiveness of teaching and learning in public junior secondary schools.

Recommendations

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

1. Teacher education institutions should strengthen teaching practice programmes by providing prospective teachers with adequate practical classroom experiences under effective supervision to enhance their classroom management competence and instructional effectiveness.
2. Educational administrators and school authorities should establish structured professional mentoring programmes through which experienced teachers should continuously guide, supervise, and support newly employed teachers in improving their classroom practices.
3. Teachers Registration Council of Nigeria, Ministries of Education, and other relevant educational agencies should organize regular professional development programmes that should focus on improving classroom management competence and instructional effectiveness among teachers.
4. School principals should create opportunities for collaborative learning, peer coaching, classroom observation, and professional support that should enable teachers to continually improve their instructional practices and classroom management skills.
5. Educational planners and policymakers should review and strengthen teacher preparation curricula to ensure that greater emphasis should be placed on practical teaching experiences, professional mentoring, and other competence-based training capable of producing effective teachers for public junior secondary schools.

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