

# Evaluation of a Classroom Management Training for Future Teachers

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## Introduction

Beginning teachers seem to struggle when applying their theoretical knowledge in a practical context (Klusmann, Kunter, Voss, & Baumert, 2012). Effective classroom management skills are an important resource in dealing with stressors in the classroom (Kiel, Frey, & Weiß, 2013) and are assumed to prevent high dropout that occurs at the beginning of the teaching career (Kolbe & Combe, 2004; O'Neill & Stephenson, 2012). One way to initiate the development of these practical skills during teacher education are behavior trainings (Piwowar, Thiel, & Ophardt, 2013; Uhde, 2015).

Therefore, within the framework of the *Qualitätsoffensive Lehrerbildung*, a *classroom management training* program (CMT) for future teachers was developed, implemented, and evaluated. The aim of the CMT is to enhance the Classroom-Management (CM) skills, primarily procedural knowledge in CM (Baumert & Kunter, 2011) of the university students in order to prepare them for their first teaching experiences. In this study, program effects of the CMT are examined in a pre/post design comparing the training group (TG=139) to a CM literature online course (alternative treatment; reader group, RG=92), and a wait control group (CG=75). Besides procedural and declarative knowledge in CM, students' self-efficacy, self-regulation, proactivity, and subjective well-being are investigated.

## Hypotheses

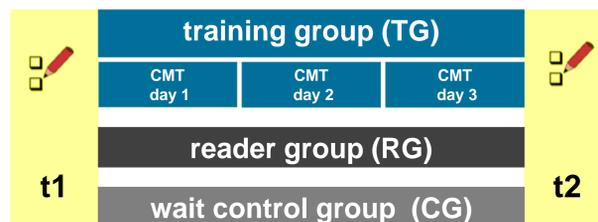
Comparing the three groups pre and post intervention, we expect

- **increased self-perceived procedural knowledge** of CM in the TG,
- **increased self-perceived declarative knowledge** of CM in the RG,
- **changes** in self-efficacy, self-regulation, proactivity and well-being in the TG.

## Sample

- Students of the 3rd Semester ( $N=306$ ) were assigned to one of the three groups (TG/RG/CG).
- No group differences were found regarding age, sex, Abitur grade, school type.
- At t1, no group differences were found regarding the dependent variables.

## Design



Dependent Variables	Instrument
procedural knowledge	KODEK, Piwowar & Thiel, 2013
declarative knowledge	SEWIK, Piwowar & Thiel, 2013
teacher self-efficacy	WIRKLEHR, Schwarzer & Schmidt, 1999
self-regulation	REG, Schwarzer, 1999
proactivity	PRO, Schwarzer & Schmidt, 1999
subjective well-being	HSWBS, Dalbert 2010

## Classroom Management Training

...is based on the training program approach of the L-GSK (Uhde, 2015) and combines it with central concepts of classroom management research (e.g. Marzano, 2003; Mayr, 2006, Emmer & Evertson, 2013).

- ✓ consists of 3 sessions of 5 hours
- ✓ is performed by 1 trainer (1 assistant) in a group of 15 students
- ✓ practices strategies of prevention & intervention of classroom disturbances
- ✓ teaches how to phrase instructions in class

**Methods:** self-reflection on individual/pair/group level, role play with video feedback, transfer and reflection tasks



## Results

Table 1: Repeated ANOVA Results for Procedural Knowledge on Dimensions of CM (KODEK)

	Interaction Group x Time		
	$F^*$	$p$	$\eta_p^2$
Degree of disruption	3.19*	.04	.03
Rules	19.89*	.00	.15
Group mobilization	3.25*	.04	.03
Clarity of program of action	4.8*	.01	.04
<b>Dealing with disruption</b>	<b>28.59*</b>	<b>.00</b>	<b>.20</b>
Monitoring	4.91*	.01	.04
Time management	1.95	.15	.02
Conflicts among students	6.67*	.00	.06
Working alliance	3.12*	.05	.03

\*  $df = 2, 223$

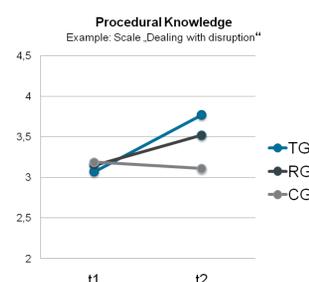


Figure 1. Means are based on 5-point scales. 1 = low procedural knowledge, 5 = high procedural knowledge.  $n_{TG} = 96, n_{RG} = 75, n_{CG} = 55$ .

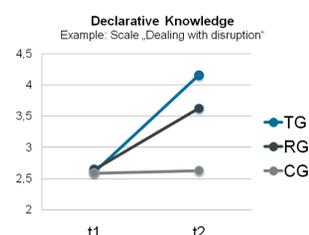


Figure 2. Means are based on 5-point scales. 1 = low declarative knowledge, 5 = high declarative knowledge.  $n_{TG} = 96, n_{RG} = 76, n_{CG} = 55$ .

Table 2: Repeated ANOVA Results for Declarative Knowledge on Dimensions of CM (SEWIK)

	Interaction Group x Time		
	$F^*$	$p$	$\eta_p^2$
<b>Dealing with disruption</b>	<b>60.31*</b>	<b>&lt;.001</b>	<b>.35</b>
Rules	47.53*	<.001	.30
Procedures	28.51*	<.001	.20
Activation	13.87*	<.001	.11
Clarity of program of action	12.14*	<.001	.10
Conflicts among students	9.10*	<.001	.08
Working alliance	12.26*	<.001	.10
Time management	10.62*	<.001	.09

\*  $df = 2, 224$

Repeated ANOVAs revealed interaction effects for group (TG/RG/CG) x time (t1-t2) on almost all KODEK/SEWIK subscales with highest means in TG and lowest means in CG. No significant interaction effects were found regarding teacher self-efficacy, self-regulation, proactivity, and well-being.

## Conclusion

- Increased self-perceived **procedural knowledge** in CM in both intervention groups; **highest increase in the TG.**
- Increased self-perceived **declarative knowledge** in CM in both intervention groups; **highest increase in the TG.**
- Repeated ANOVA revealed no interaction effects on measures of self-efficacy, self-regulation, proactivity, and well being → further investigation necessary.