Evaluation of a Classroom Management Training for Future Teachers

Lena Hannemann, M.Sc., Prof. Dr. Barbara Thies, Dr. Hannah Perst, & Dr. Gesa Uhde
Technische Universität Braunschweig | Institut für Pädagogische Psychologie
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Introduction
Beginning teachers seem to struggle when applying their theoretical knowledge in a practical context (Klussmann, 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 (Pilowar, 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

1. Increased self-perceived procedural knowledge of CM in the TG,
2. Increased self-perceived declarative knowledge of CM in the RG,
3. 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

The study aimed to promote the development of interactive skills in classroom management. It consisted of three sessions of 5 hours to both intervention groups. It was provided in a training workshop format (Mayr, 2013; Piwowar, 2013). The program taught by one trainer (1 assistant) and consists of 3 sessions of 5 hours each.

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

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Instrument</th>
<th>TG</th>
<th>CG</th>
<th>RG</th>
<th>p</th>
<th>η²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural knowledge</td>
<td>KODEK, Pilowar &amp; Thiel, 2013</td>
<td>0.05</td>
<td>&lt;0.05</td>
<td>&lt;0.01</td>
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<tr>
<td>Teacher self-efficacy</td>
<td>SEWR, Pilowar &amp; Thiel, 2013</td>
<td>0.57*</td>
<td>&lt;0.001</td>
<td>&lt;0.001</td>
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<tr>
<td>Self-regulation</td>
<td>REQ, Schwarzer, 1999</td>
<td>0.12</td>
<td>&lt;0.001</td>
<td>&lt;0.001</td>
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<td></td>
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<tr>
<td>Proactivity</td>
<td>PRP, Schwarzer &amp; Schmidt, 1999</td>
<td>0.59*</td>
<td>&lt;0.001</td>
<td>&lt;0.001</td>
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<tr>
<td>Subjective well-being</td>
<td>HSBR, Evertson &amp; Emmer, 2013</td>
<td>0.15</td>
<td>&lt;0.001</td>
<td>&lt;0.001</td>
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<td></td>
</tr>
</tbody>
</table>

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/group level, role play with video feedback, transfer and reflection tasks

Results

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.