



## Teachers Training Programs on Classroom Management: A Systematic Literature Review

Jonida Lesha<sup>1</sup>

### Abstract

*Teachers' training programs are necessary in order to enhance teachers' skills, knowledge and performance, also to enable them to be more effective. Furthermore, training programs play a crucial role, as it is through training that teachers' skills and attitudes can be changed. Many studies have concluded that training programs are of vital importance to teachers and to governments to pass on the latest innovations in teaching methods/strategies and new curricula. This article aims to systematically review research about classroom management training programs published between 2005 and 2016, analyzing their main results and suggestions for future studies. In the literature search, which aimed at identifying studies in which these training programs were implemented, the author investigated through Google scholar; also the author focused on peer-reviewed journal articles, abstract collections and PhD thesis. The results indicate that the most successful programs were implemented in U.S.A and in some developed European countries. The literature review shows that most of these programs had a significant impact on teachers classroom management skills and students outcomes.*

**Keywords:** *classroom management, teacher, training program, literature review*

### 1. Introduction

This systematic literature review is based on the last decade of empirical studies and approaches on teachers training programs on classroom management. The overall goal of this review is to explore the effectiveness of training programs in enhancing teachers self-efficacy beliefs towards classroom management. The article will answer this question by synthesizing systematically the main research studies in this field. The first review (Kopershoek., H.Harms, T., de Boer, H., van Kujik, M., &Doolard, S., 2014) focuses on the current body of knowledge on classroom management by bringing together several intervention studies on classroom management. All the studies that were reviewed were experimental studies with a control group where the maturation effects were controlled by the studies design. The study concluded that classroom management programs are generally effective in enhancing student outcomes but also improve teachers' classroom management skills. The second review (Elizabeth Nye, G. J. Melendez-Torres, Frances Gardner,) focuses on a mixed methods systematic review of a teacher classroom management programme: effectiveness and stakeholders' experiences. The study concluded that by systematically reviewing effectiveness trial evidence alongside data on stakeholders' experiences with IY TCM programme (Icredible year training on classroom management).14 records were included in this review, where 9 studies fit into the quantitative, qualitative, or both sections. On terms of enhancing teachers' efficacy the study found a moderate, statistically significant effect of the IYTCM intervention on increasing teacher positive classroom management strategies. The third review (Oliver, R., Wehby,J., Reschly, D., 2011) is on teacher classroom management practices: effects on disruptive or aggressive student behaviour. Twelve studies of universal classroom management programs were included in the review. The classroom-level mean effect for the 12 programs was positive and statistically significant. The review concluded that teachers' classroom management practices have a significant, positive effect on decreasing problem behaviour in the classroom. These three published reviews have contributed enormously in understanding the importance that training programs have on teachers and students outcomes by bringing together the most important research studies conducted in this field. However, this systematic review focuses mainly on research that uses mainly statistical methods in order to determine if these classroom management trainings do indeed affect teachers' classroom management efficacy-beliefs and skills which in turn affect student behaviour.

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<sup>1</sup> University of Shkodra "Luigj Gurakuqi", Albania



## 2. The Research

There is a substantial body of research that indicates a teacher's self efficacy beliefs can be an indicator of his or her performance in the classroom. Evidence demonstrates a relationship between teachers' beliefs about their personal ability to affect students' achievement and the outcomes of both the teachers' and the students' efforts (Tschannen-Moran & Woolfolk Hoy, 2007). Research shows that some of the well-designed alternative training programs produce strong teachers. However, evidence also shows that many new teachers from alternative programs believe themselves to be underprepared, that principals and colleagues see them as less competent. (Darling-Hammond & Youngs, 2002; Zientek, 2006). Entering a classroom without sufficient training can have detrimental effects on the students who will be "victims of inadequately prepared novices" as well as the new teacher who might struggle for years before he or she feels competent, or worse, realizes he or she is incompetent and leaves the profession (Darling-Hammond & Haselkorn, 2009). Additionally, research shows that teachers' classroom experiences during the first few years of teaching are a strong predictor of teacher effectiveness (Hammerness et al., 2005). Therefore, comprehensive and rigorous training is essential because the students and the teachers "deserve an opportunity for success" (Whiting & Klotz, 1999). Experimental studies have focused on a range of classroom management practices. These studies vary from the manipulation of single practices of teacher behavior to broader based packages of practices including organization, structure, praise and behavioral contingencies. Table 1 represents the most cited research studies which have explored the effects of the training programs on classroom management practices among teacher. Research studies that has focused in this area, have explored and concluded that:

Table 1 Training programs on classroom management

Study	Participants	Designs and variables	Relevant findings
Reinke, W., Herman, K., Dong, N., 2014	Year 1 34 teachers 577 students Year 2 34 teachers 571 students Year 3 37 teachers 670 students	Blocked cluster random assignment	Main effect analyses demonstrated that students in experimental group showed significant improvement in prosocial behaviour, emotional regulation and social competence compared with the control group.  Also, teachers in the experimental group were more likely to implement higher levels of proactive classroom management strategies than the control group.
De Sa Maini, R., 2011	N=16	Multiple baseline design across groups	Findings: student behaviour can be improved by targeting teachers for intervention rather than directly targeting students or the entire school community.
Hutchings, J., Martin-Forbes, P., Daley, D., Williams, M., 2013	N=12 teachers N=107 students	Randomized controlled trial	Results showed a significant reduction in classroom off-task behavior, teacher negatives to target children, target child negatives towards the teacher and target child off task behavior.



Hyland,L.,2014	N=23 teachers N=22 students	Quasi- experimental design	In the post training evaluation teacher reported a high degree of satisfaction with the TCM training. It was found that the programme reduced isolation, empowered teachers by increasing self efficacy and provided practical management tools.
Bikos,K., Tsigilis, N., Grammatikopoulos,V.(2011)	N=237	Quasi- experimental design	Double repeated measures analysis showed a significant and a meaningful increase in efficacy for classroom management and a tendency for positive shift in efficacy for student engagement.

Based on results of empirical researches these findings have important implications for promoting effective environments in schools. This findings suggests that well designed classroom management programs can help alter classroom environments to be more conducive to positive children development. Also the results suggested that participation in these training activities promote a stronger personal teaching self efficacy in managing behavioural difficulties in the classroom.

### 3. Conclusions

Many studies conclusions have shown that teachers play a pivotal role in shaping effective education in the school setting. According to this systematic review, it is clear the association between a proactive approach of classroom behaviour management and reductions in classroom disruption, enhanced student learning, and increases in student on-task behaviour (Colvin et al., 1993; Good & Brophy, 1994; Mayer et al., 1983; Swinson & Harrop, 2001; Taylor-Greene et al., 1997; Ysseldyke & Christenson, 1994.) In this synthesis of research studies, it is summarized that classroom management provides the structure to support teacher behavior and increase the success of classroom practices. In conclusion, teachers proficiency in classroom management is necessary to structure successful environments that encourage appropriate student behavior. Teacher trainings programs, are an important setting to provide content knowledge and opportunities to develop strong efficacy beliefs and skill in classroom management.

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