

# Positive Classroom Management in Vocational Education: Effects of a Teachers' Inservice Training Program

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## Introduction

### CONTEXT

- More and more, students enrolled in vocational education have learning difficulties that require adjustments.
- Many teachers do not possess the proper skills in order to use differentiated instructions that foster academic success of these students (Carrier et al. 2014; Casale-Giannola, 2012)
- Moreover, many teachers have no prior training in education, and the transition from the practice of the trade to its teaching is often difficult. (Deschenaux & Roussel, 2010)

### THEORETICAL FRAMEWORK

#### CLASSROOM MANAGEMENT (Gaudreau, 2017)

- Thoughtful, sequenced and simultaneous acts performed by teachers in order to establish, maintain and restore the learning environment in a classroom. It involves five dimensions: 1) manage resources; 2) establish clear expectations; 3) develop positive relationships; 4) capture students' attention and promote their engagement and 5) manage misbehaviors.

#### TEACHER'S SELF-EFFICACY IN CLASSROOM MANAGEMENT (adapted from Bandura, 2007).

- Teacher's self-efficacy refers to the perception teachers have of their personal capacity to carry out the necessary actions to create, maintain and restore an appropriate learning environment in the classroom.

## Objectives

- To develop an inservice training program based on positive classroom management (PCM) in vocational education.
- To assess the effects of PCM training program on teachers' self-efficacy in classroom management

## Methods

### Quasi-experimental approach with control group

### Online questionnaires

### Two times measure

(One pre-test and post-test before and right after PCM Training Program)

### Sociodemographic data

### TSE scale in classroom management (Gaudreau et al., 2015)

### Descriptive analysis

### Repeated measures ANCOVAs

### Participants

Characteristics	PCM Group (n = 52)	PCM Group (n = 58)	Comparative test (pretest)
Gender	19 ♀ 33 ♂	27 ♀ 31 ♂	$\chi^2(1) = 1,13$
Mean age (SD)	44,96 (8,05)	48 (8,01)	$t = -2,18^*$
Mean years of experience (SD)	11,23 (7,30)	14,93 (8,23)	$t = -2,48^*$
Classroom management support			
• None, insufficient or unused	39	36	
• Helpful	5	12	$\chi^2(1) = 29,12^{***}$
• Very helpful	8	10	

### TSE scale in classroom management

Subscales	Items (n)	Pretest Internal consistency ( $\alpha$ )	Posttest
D1 : Manage resources	4	.62	.76
D2 : Establish clear expectations	5	.78	.84
D3 : Develop positive relationships	5	.84	.87
D4 : Get students' attention and promote their engagement	5	.74	.77
D5 : Manage misbehaviors	9	.86	.90

Note. 6 point Likert Scale  
(1 = totally disagree; 6 = totally agree)

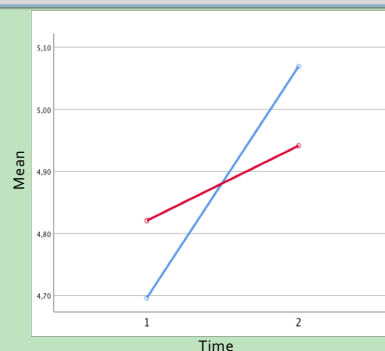
I know how to motivate students so they stay engaged on the task.

## PCM Inservice Training Program

- The PCM training program includes five training workshops : 1) classroom management, 2) students' motivation, 3) differentiated instruction, 4) management of misconduct and 5) problematic classroom behaviors (Gaudreau & Carrier, 2018).
- It promotes sharing of experiences between teachers, classroom experimentations, and reflective activities on teaching practices.
- Between training workshops, the teachers are trying to implement new educational approaches in class and are reading selected material.

## Results

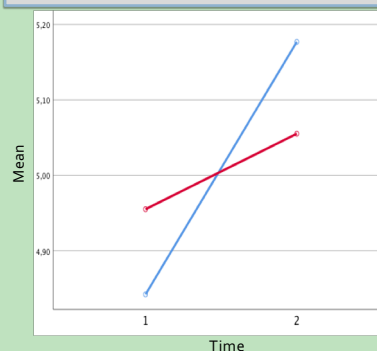
### TSE in establishing clear expectations



Time x Group :  $F_{(1,108)} = 3,21, p < 0,05, \eta^2 = 0,029$

Group	T1 Mean (SD)	T2 Mean (SD)
PCM Group	4,84 (0,56)	5,17 (0,54)
Control Group	4,96 (0,60)	5,05 (0,71)

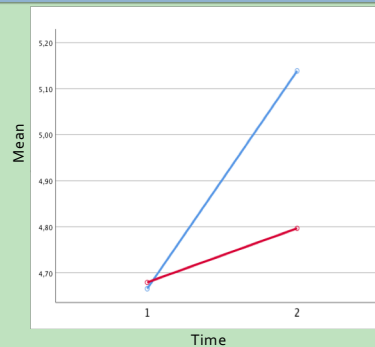
### TSE in developing positive relationships



Time x Group :  $F_{(1,108)} = 3,98, p < 0,05, \eta^2 = 0,036$

Group	T1 Mean (SD)	T2 Mean (SD)
PCM Group	4,70 (0,63)	5,06 (0,54)
Control Group	4,82 (0,61)	4,94 (0,72)

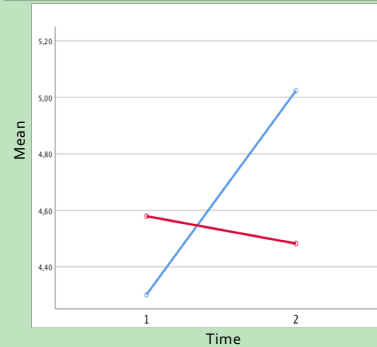
### TSE in obtaining attention and promoting engagement



Time x Group :  $F_{(1,108)} = 6,60, p < 0,01, \eta^2 = 0,058$

Group	T1 Mean (SD)	T2 Mean (SD)
PCM Group	4,67 (0,60)	5,14 (0,48)
Control Group	4,68 (0,73)	4,79 (0,74)

### TSE in managing misbehaviors



Time x Group :  $F_{(1,101)} = 21,33, p < 0,001, \eta^2 = 0,174$

Group	T1 Mean (SD)	T2 Mean (SD)
PCM Group	4,34 (0,65)	5,00 (0,63)
Control Group	4,56 (0,69)	4,68 (0,67)

## Discussion & Conclusion

- Results indicate that participation to PCM training program significantly promote TSE in managing the classroom between the beginning (T1) and the end of the program (T2).
- Results show that teachers' TSE from the control group didn't significantly change during that same period of time.
- It appears that the PCM training program produces more important effects on the TSE in managing students' misbehaviors. It is also the only dimension for which a covariable has a significant influence, namely in the presence of professional support in classroom management.

### LIMITS

- Despite encouraging results, this study presents certain limitations. First, the study is limited by a small sample size. It would be of interest to test the same inservice training model on a larger and more diverse sample to increase the generalizability of the results to a larger population of vocational teachers.
- No in-class observations were performed. It would have been relevant, however, to observe the changes introduced by the teachers in their classroom and behaviour management. Nevertheless, according to Bandura's self-efficacy theory, teachers who display greater self-efficacy in classroom and behaviour management do in fact fare better and are more effective in guiding their students, therefore the PCM program likely influenced actual classroom practice (Behnke, 2006; Raver et al., 2008; Roelofs, Veenman, & Raemaekers, 1994).

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