



*Research Paper*

## The Effectiveness of Teacher Training in Classroom Management on Motivational and Emotional Outcomes

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### Abstract

The purpose of this study was to investigate the effectiveness of teachers' training in effective classroom management on motivational and emotional outcomes. Research plan, experimental pretest-posttest control group with follow-up testing was used. The population of this research included all teachers with work experience under 10 years. from seaman elemetry secondary schools and their class students the participants of intervention program were 40 teachers chosen and participated in random replacement method in experimental and control groups (each group, n=20). All students in both groups completed the questionnaire of Murray & ZVouch student-teacher relationship (2010) and Pekrun & Goets academic emotions (2006). Then, the intervention was performed for the teachers in experimental group during 15 two hours sessions. Multivariate repeated measures analysis of covariance was used to analyze the data. The result showed that teacher empowerment plays an important role in effective classroom management in improving teacher-student communication skills and increasing positive academic emotions in students.

**Keywords:** *Teacher training, Classroom management, Student-teacher relationship, Academic emotions.*

## Introduction

The most influential factor in classroom management is the teacher. Providing a proper learning environment and ensuring the class order are among the most important teacher functions (Sanli, 2019). Providing an Effective Learning Environment includes strategies that a teacher applies to create positive and constructive class experiences, increase the cooperation and participation of students and reduce their destructive behaviors, which is often called classroom management (Slavin, 2018).

Emotions are contagious and can convey the same feeling to the other person. Therefore, the emotions that a teacher experiences in the classroom and shows, have a profound impact on the previous emotions experienced by students. These effects can be observed at the time of education on positive emotions such as enjoying, confidence and pride and negative emotions such as anger, anxiety, and being frustration (Frenzel & et al, 2017). Byers et al. (2018) in a study on 385 teachers, compared the traditional and modern environments and showed that the new environments with creative and dynamic management prepare the students for the future life and lead to the improvement of positive educational consequences. Renninger and Hidi (2016) found out that primary teachers have more opportunities to establish constructive interactions and create positive academic emotions in students in comparison with the teachers of higher grades who teach a specific subject.

Anttila et al. (2018) showed in their study that the interaction between students and teachers and peers in the classroom is the main ground for the emergence of academic-social emotions in students. They emphasized the role of the informal learning environment as an important factor in the formation of

Considering the research gap on this subject and the lack of educational programs for teachers in the effective classroom management, this study is going to answer this main research question: does training teachers in effective classroom management increase motivational and emotional outcomes: teacher-student relationship and academic emotions?

## Methodology

The population of this research included all teachers with work experience under 10 years from seaman elementary secondary schools and their class students. The participants of intervention program were 40 teachers chosen and participated in random replacement method in experimental and control groups.

Two groups of experimental and control were matched in terms of school's level (public), students' age (10-12 years old), grade (fourth- sixth

grade), and also, teacher's teaching experience (under 10 years), and the age (32 years old in average). Research plan, experimental pretest-posttest control group with follow-up testing was used. All students in both groups completed the questionnaires of Murray & ZVouch student-teacher relationship (2010) and Pekrun & Goets academic emotions (2006).

Then, the intervention was performed for the teachers in experimental group during 15 two hours sessions. Multivariate repeated measures analysis of covariance was used to analyze the data.

The method of the current research is applied in terms of goal and is experimental in terms of data collection. The design used in this research with two groups of control and test is of pre-test, post-test, and follow-up with the control group.

**Figure 1:** Design's diagram

R	E	O <sub>1</sub>	X	O <sub>2</sub>	O <sub>3</sub>
R	C	O <sub>1</sub>		O <sub>2</sub>	O <sub>3</sub>

To analysis the research data considering the present conditions that is having two groups, various variables for comparison and more than one test step, repeated measures of ANCOVA was applied. To use ANCOVA, the assumption of homogeneity of regression slopes or the non-interaction of pre-test values with groups was investigated. Statistical results showed that the F value of interaction between the covariate and independent variables (groups) was not significant. Therefore, the assumption of homogeneity of regression slopes for all variables was assured. Furthermore, to study the assumption of linearity of correlation of covariate and independent variables, the F value of covariate variable was calculated and the obtained values showed that in all variables, the F value of covariate variable is significant, so the assumption held.

## Results

Descriptive findings indicated that the number of female teachers is 80.5% and the number of male teachers is 19.5%, that is, the majority of the teachers in the sample groups were women. Mean and Standard Deviation of the age of teachers receiving the experimental effect in this study was 32.28 years with a dispersion of 4.5 years. 90% of teachers have a Bachelor's degree and the rest have a master's degree. Of all students, 40% were girls and 60% were boys. The number of boys was approximately 10% more than the girl in the experimental and control groups. In total, the number of the maximum and minimum grades was related to the sixth, fourth, and fifth

grades, respectively which was the same in the control group. In the experimental group, the number of students in the sixth and fourth grades was almost the same and the number of students in the fifth grade was slightly less. However, overall, the number of students from three grades was close.

The results of descriptive statistics of pleasure, hope, and pride components in the academic emotions variable in two groups showed an increase in the scores of three components of pleasure, hope, and pride in the variable of academic emotions in the experimental group from pre-test to post-test and there are no significant changes in the follow-up step in comparison with the post-test. Also, the results showed that effective classroom management had a significant effect on the teacher-students relationship. In addition, the group had a greater rate of communication, trust compared to the control group. In alienation students had less grade than control group moreover, the scores of experimental groups show an increase in the post-test in comparison with the control group and such difference was constant in the follow-up stage. Kurtosis and skewness parameters of two groups, in most of the variables and test stages, have not exceeded the critical value of  $\pm 1$ ; therefore, the research data are normal.

Inferential finding of academic emotions variable and teacher-students relationship variable showed that training effective classroom management to teachers results in the increase in perceptions of classroom environment and time on task in students of the experimental group compared to the control group.

Also, the result showed that an increase in academic emotions and teacher-students relationship resulted from the training of effective classroom management to teachers in students of the experimental group is constant in a bimonthly period.

## **Discussion and conclusion**

The aim of the present study is to investigate the effectiveness of the teachers training in effective classroom management on the academic emotions and teacher-students relationship. The results showed that training teachers in effective classroom management leads to an increase in positive emotions and teacher-students relationship in the students.

With the ability to create an effective learning environment, teachers will be able to create a safe and peaceful space for their students so that the students will be interested to be present and live within and feel pleasure and happiness by participating in its activities. Classroom management plays an important role in the establishment of constructive interactions between student and teacher. Moreover, the growth of emotional intelligence in teachers and the skills related to them will cause the development of an

effective and valuable workforce. The results of the studies confirm this fact that the learning environment and its management method by the teacher are effective in the creation of emotions in the students and in their relationship and learning.

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