



Evidence in Action

A K20 Center Research Brief

Reducing Reality Shock: The Effects of Classroom Management Skills Training on Beginning Teachers

Theresa Dicke, Jill Elling, Annett Schmeck, Detlev Leutner
2015

Introduction

This intervention brief explores the research article titled "Reducing Reality Shock: The Effects of Classroom Management Skills Training on Beginning Teachers" by Dicke et al. (2015). The authors address the issue of "reality shock" experienced by beginning teachers, which is characterized by the collapse of ideals developed during teacher education when confronted with classroom realities. This shock often leads to strain, burnout, and high attrition rates among new teachers. The study investigates the longitudinal effects of a classroom management training (CM-Training) program designed to equip beginning teachers with the skills needed to manage classroom disturbances effectively, thereby reducing stress and improving well-being.

Methodology

Research Design:

The study employed an experimental, three-group design to evaluate the effectiveness of CM-Training compared to stress management training (SM-Training) and a control group with no training. The design allowed for the investigation of causal relationships between training and outcomes.

Sample:

Ninety-seven beginning teachers from Germany participated in the study. They were assigned to one of three groups: CM-Training (n=36), SM-Training (n=42), and a control group (n=19). The participants were recruited through teacher training colleges and represented various school types.

Data Analysis:

Data were collected through pre- and post-intervention questionnaires assessing classroom management skills and well-being. Repeated measures analyses of variance (RM-ANCOVAs) were used to analyze the data, with planned comparisons to identify specific group differences.



Results

The study found that teachers who participated in the CM-Training showed significant improvements in classroom management skills, including self-efficacy and perceived success, compared to those in the SM-Training and control groups. Both intervention groups reported higher levels of well-being, including reduced emotional exhaustion and rumination, compared to the control group. The CM-Training was particularly effective in reducing symptoms of reality shock and supporting teachers' well-being over the long term.

Application into Practice

To replicate this intervention in a school context, administrators can:

1. **Develop CM-Training Programs:** Create classroom management training programs tailored to the specific needs of beginning teachers, incorporating elements such as classroom organization, rules and procedures, and communication skills.
2. **Conduct Training Sessions:** Organize intensive training sessions over a few days, followed by a follow-up session to reinforce learning and provide additional support.
3. **Monitor and Support:** Use pre- and post-training assessments to monitor teachers' progress and provide ongoing support through mentoring and coaching.

Work Cited

Dicke, T., Elling, J., Schmeck, A., & Leutner, D. (2015). Reducing reality shock: The effects of classroom management skills training on beginning teachers. *Teaching and Teacher Education*, 48, 1-12. <https://doi.org/10.1016/j.tate.2015.01.013>