



# Innovative Educational Practices in Teaching, Learning and Evaluation and it's Relationship between Teacher's Leadership Style and Classroom Discipline Management

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**Abstract:** *In Secondary schools in Varanasi City, this research examined the connection between instructors' classroom management techniques and students' conduct. Three survey issues and three null hypotheses that were assessed at the 0.05 level of significance served as the report's guiding principles. A specimen of 250 primary school educators as well as 1500 students were picked for the analysis through a proportionate stratified random sampling approach. Details were obtained by employing two instruments named the Teachers' Classroom Management Styles Questionnaire (TCMSQ) and the Pupils Discipline questionnaire (PDQ). Three specialists verified the instruments. Utilizing Cronbach's alpha, internal consistency reliability indices of 0.75 and 0.71 were found for the TCMSQ and PDQ, respectively. Pearson's correlation study was employed to interpret the information. The findings demonstrated a moderately positive and substantial correlation between instructors' democratic classroom management methods and students' conduct. There is a weakly positive and substantial correlation between students' conduct and teachers' authoritarian and lax classroom management philosophies.*

**Keywords:** Classroom, Teacher, Pupil, Discipline, Classroom Management(CM)

## I. INTRODUCTION

The instructor assumes a leadership role in the learning procedure since they organize, coordinate, and supervise the pupils' activities. The authoritarian, egalitarian, and laissez-faire leadership approaches of educators are demonstrated in research in the domain of classroom management.

According to the authoritative leadership approach, the instructor serves as the band's administrator and determines all of the group's operations. The entire schedule of events and the standards used to evaluate each individual's or each group's progress are not disclosed to the pupils. His or her progress entails maintaining distance from the specific interests of the group and enforcing stringent supervision.

The democratic approach of governance. The democratic leader doesn't actively partake in the events either. However, he or she dislikes making choices without consulting others and allows the group to have a role in deciding on the institutional structure. Every time the children are given the option to pick, their opinion is solicited concerning how the activity should be completed: the leader gives at least two options, letting the students make the final decision. The leader functions somewhat like a group member by presenting the shared evaluation and evaluation standards that they both maintain with the students.

Laissez-faire leadership entails a subordinate stance for the leader, who minimizes involvement and lets the pupils bear all responsibility. He/she has a nice attitude, but by all appearances, he/she suggests disinterest and non-participation: he/she relents when asked for advice and consistently shies away from evaluating the thoughts or actions of others.

Regardless of the specifics of the manager instructor's task, his or her efforts belong into one of the respective categories: interpreting data, interacting with others, or making decisions.



The responsibilities of the instructor are connected to the beliefs and mindsets that each student brings to the classroom. Only when teachers are sufficiently acquainted with students and the former have confidence in their ability to understand and provide sound guidance can students turn to them for counsel. Students only approach those who acknowledge them when they do it; they do not approach any other professors. To obtain social assistance anytime they desire it, children want to build tighter relationships with their teachers.

The study's goal is to learn more about how children perceive how the classroom leadership approaches of instructors affect the students' psychosocial growth. The goals are to investigate students' perceptions regarding the qualities of the ideal instructor and to evaluate the teacher-student connection regarding how students perceive these exchanges.

**1.1 Objective of the Study**

The objective of the research is to

1. Examine the structure of the connection between students' conduct and instructors' democratic methods of classroom management.
2. Examine the structure of the association between students' behaviour and instructors' authoritarian classroom management methods.
3. Examine the character of the connection between students' behaviour and teachers' laissez-faire classroom management.

**II. METHODOLOGY**

The research used a correlational survey analysis approach. Three scientific objectives served as the study's guiding principles, and three null hypotheses were assessed at the 0.05 level of significance. The analysis was performed on a group of secondary school teachers in the state of Uttar Pradesh. For the research, a specimen of 1500 students and 350 secondary school teachers were selected using a proportionate stratified spontaneous selection approach. Details were obtained by employing two sets of instruments established by the scientists, the Teachers' Classroom Management Styles Questionnaire (TCMSQ) as well as the Pupils Discipline Questionnaire (PDQ). Three specialists verified the instruments. Utilizing Cronbach's Alpha, a reliability coefficient of 0.74 and 0.72 were found for the TCMSQ and PDQ, respectively. Pearson's Product Moment Correlation was used to interpret the information that was gathered for the investigation.

**III. RESULTS AND ANALYSIS**

**Table 1:** Relationship between instructors' democratic CM methods and students' behaviour

Variable	Frequency	r	p-value
A	250	0.436	0.00**
B			
A=Democratic Style B=Pupils' Discipline ** Significant Relationship			

The aforementioned table displays Pearson's correlation coefficient, which is  $r(250) = 0.436$  with a P-value of 0.00. This demonstrates that the democratic class environment approach of instructors and student attitude has a moderately favourable and substantial link.

**Table 2:** Association between instructors' autocratic CM methods and students' behaviour

Variable	Frequency	r	p-value
C	250	0.349	0.00**
B			
C=Autocratic Style B=Pupils' Discipline ** Significant Relationship			

Pearson's correlation coefficient,  $r$ , (250), = 0.349, with a P-value of.000, is displayed in the table above. This suggests that there is a weakly positive and substantial correlation between students' conduct and instructors' authoritarian classroom control methods.

**Table 3:** Relationship between teachers' lax CM and students' Conduct

Variable	Frequency	r	p-value
D	250	0.392	0.00
B			
D=Laissez-faire Style B=Pupils' Discipline ** Significant Relationship			

According to the table above, there is a weakly positive and substantial correlation between students' conduct as well as instructors' laissez-faire classroom management. The magnitude of Pearson's Correlation Coefficient,  $r$ , is 0.392 and has a P-value of.000, demonstrates this.

#### IV. CONCLUSION

The research's results indicate a somewhat positive and substantial correlation between instructors' democratic classroom management methods and students' conduct. Although there is a minor correlation between students' conduct and teachers' autocratic or laissez-faire classroom management methods, These imply that increasing the usage of democratic techniques of class operations by instructors can lead to a modest adjustment in students' conduct. However, there won't be much of an improvement in students' conduct if instructors employ more authoritarian and laissez-faire classroom management techniques.

The results of this research are consistent with those of Onyinloye (2010), who found a substantial beneficial association between primary school teachers' classroom management methods and their students' actions. The results of the current investigation concur with the conclusion by Ngwangwa (2012). His research shows that instructors use a variety of management philosophies, such as democratic, autocratic, and laissez-faire, to maintain balance among their charges in the classroom. He continued by saying that instructors typically employed a democratic management method to run their classrooms. This research's findings are in line with those of Al-Shami (1989), Ann (2010), Ngwangwa (2012), and Okwori, Owodunni, and Balogun (2015). These investigators discovered that in a bid to keep student discipline in schools, instructors use democratic classroom management techniques. The research's outcomes support Obiejemba as well (2008). He discovered that schools and classrooms with instructors who use Laissez Faire's fair classroom management approach have greater issues with discipline.

The results of this research, however, do not agree with those of Yflmaza (2009). His research revealed a considerable, substantial, and encouraging association between classroom command and an authoritative management approach.

Depending on the study's findings, the investigators deduced that exists a somewhat encouraging as well as substantial link between instructors' democratic methods of class operations and students' conduct. There is a weak positive correlation between students' conduct and instructors' autocratic or laissez-faire classroom management methods.

#### V. RECOMMENDATIONS

The research's outcomes led to the following recommendations:

- The Ministry of Education should occasionally host workshops and seminars focused on helping instructors handle their classrooms better. Instructors will be better prepared to handle disciplinary issues with pupils as a result.
- The investigators suggested that teachers should use a more democratic management approach when dealing with students' functionality issues. Additionally, they should be careful to employ teaching strategies that are appropriate for all learner groups. This will assist in creating disciplined classrooms.
- The state government should make sure that schools have enough access to instructional resources. Because of this, teachers will be equipped to appropriately design a teaching and studying atmosphere that will draw students in.

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