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RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT PRACTICES WITH MODERN AND TRADITIONAL STYLE OF TEACHING

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ABSTRACT

Classroom management is a process that allows teachers to control the learning and direction of their classroom. Teachers use classroom management to keep students focused on learning while preventing disruption from slowing the learning process. A wide range of classroom management techniques are used by teachers, ranging from hands-off classroom management focused on cooperation to direction of the class to ensure students aren't disruptive to their peers. Since classroom management keeps classes on track and prevents disruptions from slowing down the learning process, it's one of the most fundamental aspects of high quality education. Classroom management and management of student conduct are skills that teachers acquire and hone over time. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require, consistency, an often undervalued teacher behavior, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. *The objective of this study was to investigate the differential style of teaching on student's academic performance.*

KEYWORDS: Academic Performance, Classroom Management, Education, Teaching Skills.

CLASSROOM MANAGEMENT

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

Classroom management is an umbrella term that covers the teacher's actions to establish a learning environment which supports the development of children's academic and social-emotional skills (Evertson and Weinstein, 2006). It is combination of rules, words and many actions that a teacher apply to keep the classroom 'running smoothly' so that teaching and learning can work efficiently (Groves, 2009). So, classroom management comprises the organization of the physical environment of the classroom, management of planning and programming activities, management of relations

and communication in the classroom and management of children's behavior (Martin & Sass, 2010). Classroom management is a process to enhance students' involvement and cooperation in classroom discussion and activities (Roelofs & Veenman, 1994). This process is influenced by teachers' approaches as a function of teachers' beliefs about the behaviours of the students (Martin & Baldwin, 1992). This was supported with the findings of the study done by Savran and Cakiroglu (2004) indicating that pre-service science teachers tended to adopt an orientation toward strong control over the students for instructional management. Similar findings were observed in the study of Duman, Gelişli and Cetin (2004) with teachers aiming to evaluate teachers' approaches to establish discipline in the classroom. In addition to teachers' beliefs, socio-economic background of students (Telli, den Brok, & Çakiroğlu, 2006) and teachers' expectations from the students create a variance in teachers' instructional and classroom management behaviours (Öztürk, Gürcü and Tezel, 2003). There are some other factors influencing teachers' classroom management such as teacher background (Şimşeker & Çakiroğlu, 2006) and teacher attitudes (Güven & Akdağ, 2002). Shortly, the basic aim of classroom management is to create an atmosphere in classroom where meaningful learning occurs (Bakioğlu, 2009). Both the definitions of classroom management and the studies that prove the crucial role of an effective management for successful learning environments direct us to the conclusion that researches in educational settings have to enrich our literature in the classroom management area.

REVIEW OF LITERATURE

Dunn (1978) examined the effects of teaching on the analysis of verbal and nonverbal interaction and micro-teaching on verbal and nonverbal teaching behavior of selected "home economics" students and found no significant difference between experimental groups and those who were not check.

Mehta (1978) found that there was no correlation between the age of teachers and their communication patterns in the classroom. There was no correlation between the teacher's gender and the three measures of the teacher's communication model, i.e. I/d, I/D and TQR, and a significant negative correlation was found between the teacher's gender and one of the four measures of the teacher communication models - TRR. It has been reported that the teaching experience is generally unrelated to the communication patterns teachers used in their classrooms.

Crawford (1980) identifies changes in teacher behavior during a given stress reading project and notes a significant decrease in nonverbal behavioral limitations, a significant decrease in direct verbal behavior and a significant increase in student conversations.

Vyas (1991) evaluated the vine effect of the school teachers' mass teacher orientation program and found that the teachers involved in the program were better than those who were not oriented.

Wong & Wong (2005) suggested that an energetic classroom management style consists of an environment-oriented, student-oriented, task-oriented, predictable and consistent attitude. In a world that constantly diverges from the same approach to education, which is at the mercy of individualized standards of guidance and work, we as educators are faced with the task of contributing to sustainability in an environment that addresses our people's needs and problems in many ways.

Moore (2006) studies the effect of content-based lesson planning on Marathi teacher learning in the classroom. The study concluded that content-based lesson planning is effective for teaching. Significant relationship in substantive thinking and effective teaching.

Kumar (2016) performed academic performance related to their anxiety and depression at the 200 colleges of Walaja Taluk in the Vellore district of Tamilnadu. The main finding of the study was that there was no significant difference between high school students' academic performance during anxiety depression.

OBJECTIVE

To determine the relationship between classroom management practices with modern and traditional style of teaching.

RESEARCH METHODOLOGY

The study included various senior secondary schools from district Fatehgarh Sahib and district Patiala in Punjab. Due to many internal and external factors the researcher has done comparative study of private and government senior secondary schools. Pilot study was conducted to check the validity. The study is carried out in from various schools of district Fatehgarh Sahib and district Patiala in the area of Punjab on the basis of firstly, popularity of the school among residents of the city and children and secondly, maximum strength of students and teachers in the school.

The data will be collected from 1600 respondents in total. Out of which 800 are students (400 from privately owned school and 400 from government owned school) and 800 are teachers (400 from privately owned school and 400 from government owned school)

PROCESSING AND ANALYSIS OF DATA

The data analysis was conducted on the basis of the data collected by self-administered questionnaire that was given to the respondents. The organization, analysis, and interpretation of data, the formation of conclusions, and generalizations are necessary steps for getting a meaningful picture out of the raw information collected. The measurement of the confirmatory factor analysis for the measurement model is a very important aspect and it is very compulsory to measure this aspect in every primary study where the 5-point Likert scale is used.

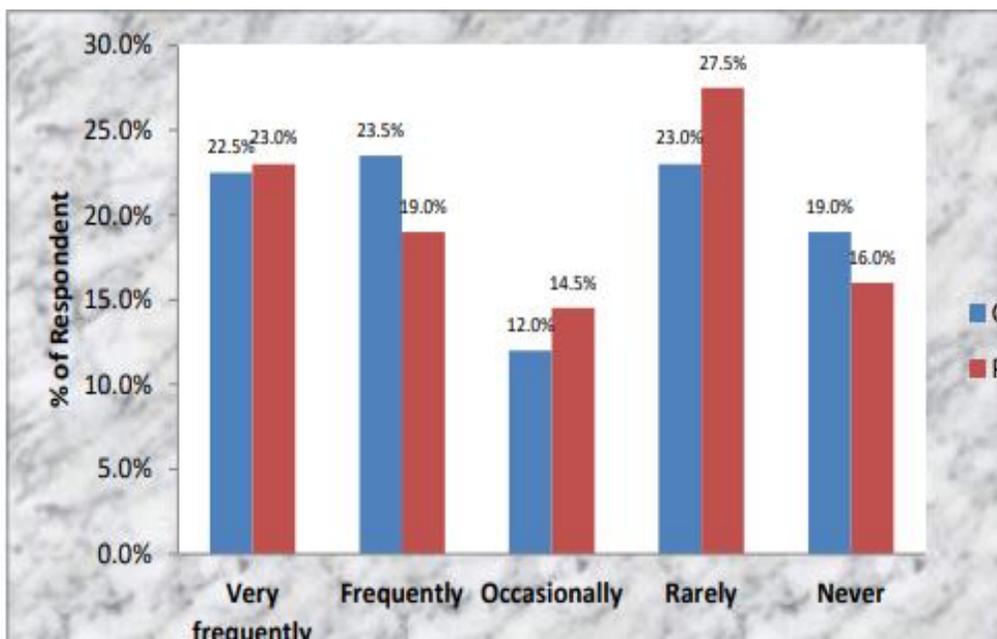
These models are built on the idea that observable variables are manifestations of an underlying conceptual process that is not perfectly observable or knowable. It includes increasingly computationally sophisticated probability models and computationally simply additive scales such as Chi-square test”.

Primary Data is collected through observation, interviews and/or questionnaire. The questionnaire was prepared on the basis of the literature reviews and for the study, it is divided into several parts on the basis of the objectives and hypothesis of the study.

After the collection, the data will be processed and analyzed with use of appropriate statistical tool and graphic representations like SPSS and MS-excel. Further data will be interpreted on the basis of analysis made in the form of findings, results and conclusion. Further suggestions would be made for further studies.

**Modern style of teaching
Table 1**

		Government owned/Private owned		Total	Chi-Square	p-value
		Government	Private			
25. Which teaching style use the most and feel most appropriate which help in controlling the behavioral issues of students (a)Modern style of teaching	Very frequently	90	92	182	5.504	.239
		22.5%	23.0%	22.8%		
	Frequently	94	76	170		
		23.5%	19.0%	21.3%		
	Occasionally	48	58	106		
		12.0%	14.5%	13.3%		
Rarely	92	110	202			
	23.0%	27.5%	25.3%			
Never	76	64	140			
	19.0%	16.0%	17.5%			
Total		400	400	800		
		100.0%	100.0%	100.0%		



According to table 1 it can be said that majority of respondents i.e. 23% from government schools and 27.5% from private schools respond in rarely, 23.5 from government schools and 19% from private schools respond in frequently, 12% from government schools and 14.5% from private schools respond in occasionally, 22.5% from government schools and 23% from private schools respond in rarely and 19% from government schools and 16% from private schools respond in never for the modern style of teaching. Calculated value of chi square 5.504 has been found less than table value at 0.01% level of significance which shows that there is no significant association between government and private school teachers on appropriation of modern style of teaching. Calculate value of chi square 5.504 has been found less than value at 0.01 % level of significance which Shows that there is no significant association between government and private school teachers on appropriation of modern style of teaching help in controlling the behavioral issues of students .

Table-2
Traditional style of teaching

		Government owned/Private owned		Total	Chi-Square	p-value
		Government	Private			
(b)Traditional style of teaching	Very frequently	88	92	180	4.09	.394
	Frequently	22.0%	23.0%	22.5%		
		90	82	172		
	Occasionally	22.5%	20.5%	21.5%		
		36	50	86		
	Rarely	9.0%	12.5%	10.8%		
102		106	208			
Never	25.5%	26.5%	26.0%			
	84	70	154			
Total	21.0%	17.5%	19.3%			
	400	400	800			
		100.0%	100.0%	100.0%		



Table 2 depicts that majority of respondents i.e. 25.5% from government schools and 26.5% from private schools respond in rarely, 22% from government schools and 23% from private schools respond in very frequently, 22.5% from government schools and 20.5% from private schools respond in frequently, 9% from government schools and 12.5% from private schools respond in occasionally and 21% from government schools and 17.5% from private schools respond in never for the modern style of teaching. Calculated value of chi square 4.09 has been found less than table value at 0.01% level of significance which shows that there of teaching to help in controlling the behavioral issues of students.

CONCLUSION

The study can conclude by saying that both teaching aids multimedia and blackboard is important for language learning in class. The form and using method of the teaching aids is completely different from each other. Based on the study, modern day teaching aids „multimedia“ is considered as fun, colorful, engaging, motivating, attention grabbing for the language class. On the other hand, traditional teaching aid blackboard is taken as less fun to look at, doesn't encourage participating in the class activity, and makes students uninterested towards language class. However, learners have appreciated the need of blackboard as it has been the first and foremost support for teaching any classroom but they do not prefer the traditional teaching aid for learning language now a day. Among the two teaching aids, multimedia is considered most fundamental, preferred and popular to the language learners. Learners find modern teaching aid better fitted as it contains modern tools that make students interested, engage with the lesson, and encourage participating in class. It can take the learning experience to a new level that can make learning fun and exciting for the language learners.

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