



Govt. of Kerala
General Education Department
SIEMAT-KERALA



INCEMA 2015

International Conference on Educational
Management & Administration

**PROCEEDINGS
OF THE
INTERNATIONAL CONFERENCE
ON
EDUCATIONAL MANAGEMENT &
ADMINISTRATION**

ISBN : 978-93-5254-143-0

With focus on

*Managing Quality in Education towards a
Knowledge Society*

[Signature]
Principal

St. Xavier's College of Education
(Autonomous)

Palayamkottai - 627 002

Organised by

**State Institute of Educational Management
and Training-Kerala,
Govt. of Kerala, India**

17th & 18th December 2015

Mascot Hotel, Thiruvananthapuram

30. **Sojin P. Varghese, Praveen Varghese Thomas**
Total Quality Management of Education and Implications of School Social Work 157 - 162

Sub-Theme 4 - Quality assurance in educational management

Sl.No.	Author and Title	Page No.
31.	Jonathan Dale 'Effective School Leadership: Collaboration, Constraints and Confidence'	165 - 166
32.	Vences Cyril, Dr.M.Anthony Raj Classroom Management and Emotional Maturity of High School Teachers	167 - 171 ✓
33.	Prof. Hemlata Talesra Quality Monitoring and Management in Education	172 - 175
34.	Prof.M.S.R Sarma Managerial Performance of Headmasters at Primary Level	176 - 180
35.	K. Saleemudheen A Study of the Assistive Technology Facilities in Schools for Mentally Challenged	181 - 185
36.	Sarabi M.K, Dr.Abdul Gafoor.K Integrated Management System for Teacher Education in Kerala	186 - 191
37.	Dr. K. Rajagopalan, V. Sundar Quality Management in Jawahar Navodaya Vidyalayas	192 - 194
38.	K.Prabhakaran, S.K Jayadevan, Sureshan Kokkot Parameters for Quality Management of Elementary Schools in Kerala	195 - 204
39.	Dr. Bindu R.L Promotion and Sustenance of Eco-Friendly Practices among Learners for Effective Environmental Management	205 - 209

Sub-Theme 5 - Quality management of teaching-learning process

Sl.No.	Author and Title	Page No.
40.	Dr. Davesh Datt Pandey Towards Building up of Knowledge Society: A Case for Incorporating Multicultural Inclusive Child Pedagogies in Teacher Training at Zero Level Code of Education	213 - 217
41.	B. Umesh Kumar Sharma, Saija S Effect of Direct Instruction in Teaching Addition Skills among Slow Learners	218 - 221
42.	Kalyani Muthumani K, Dr. Haseen Taj Shedding New Light on Dyscalculia, a Learning Disability	222 - 226
43.	Lakshmi Tulasi Karri, G Babysuhasini 'Teacher' the Parent of Knowledge Society	227 - 231
44.	V. Sathish Kumar Condition of Differently Abled Students in Tiruchirappalli District of Tamilnadu	232 - 236
45.	Dr. Jose T.P Effects of Yoga on Reading Span of Learning Disabled	237 - 243
46.	Dr.Mary Vineetha Thomas, Prof. R.G Kothari Co-operative Learning: An Innovative Practice to Quality Teaching	244 - 249
47.	Dr. K Vijayakumari, Dr. K Manikandan Professional Learning Communities: A Case Analysis of Kerala School/System	250 - 254



CLASSROOM MANAGEMENT AND EMOTIONAL MATURITY OF HIGH SCHOOL TEACHERS

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ABSTRACT

The present study entitled "Classroom Management and Emotional Maturity of High School Teachers", focuses on the teaching learning process by evaluating the classroom management and emotional maturity of high school teachers. The teachers should have high emotional maturity in all their activities. They must be emotionally balanced, matured and competent. They may understand the feelings of the learners. This emotional attachment would create a congenial atmosphere among students. There is no doubt that the classroom management and emotional maturity of teachers in the classrooms determine the standard of the school as well as quality education. This study was a survey type, which consists of purposive sampling of 50 high school teachers in Dindigul district. The authors used the classroom management scale prepared and validated by Antony Raj and Barnabas as a standardized tool (Yashvir Singh & Mahesh Bhargava, 1990) for measuring the Emotional maturity of high school teachers. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviations, t-test and chi-square. The result showed that there is significant relationship between the Classroom management and Emotional maturity of high school teachers.

KEY WORDS

Emotional Maturity, Classroom Management

INTRODUCTION

The success of an educational system largely depends upon the quality of teachers. The teacher is the pivot around which all the educational programmes rotate. Teaching is a process of a teacher in trying to change the behavior of students along with the intended direction, (Singh & Pachuri 2012). According to Joseph F. Callahan (1977) "Teaching is helping students to learn. It is neither merely telling something to a group of listeners nor explaining some topic nor demonstrating your mastery of an important topic". If a pupil fails to show mastery of needed knowledge and skills, it indicates a failure of both, may be more of the teacher".

Significance of the Study

The quality in education depends upon the excellence of teaching learning process. Classroom management is one of the most important elements of the school programme. The Kothari Education Commission (1964-66) observed "The destiny of India is being shaped in her classrooms. This we believe is no more rhetoric." The students spend most of their time in the classroom and likewise most of the activities a school undertakes are done in the classrooms. The environment of a classroom has a great influence on the many-sided development of the personality of the students, (Gupta & Aggarwal 2013). The better the classroom environment, the better the classroom management of teachers and the better the performance of the students. Emotions do play a vital role in the life of an individual. To lead an effective life one is expected to have higher emotional maturity. It is also true that pupils' behavior is constantly influenced by the emotional maturity level that pupils possess. Especially, teachers should have high emotional maturity in all their activities.

Teachers must be emotionally balanced, matured and competent, so that they may understand the feelings of the learners. This emotional attachment would create a congenial atmosphere among students. There is no doubt that the standard of classroom management and emotional maturity of teachers in the classrooms determine the standard of the students as well as quality education too.

Objectives

1. To find out the level of classroom management of high school teachers.
2. To find out the level of emotional maturity of high school teachers.
3. To find out whether there is any significant difference in classroom management of high school teachers with regard to their marital status and job status.
4. To find out whether there is any significant difference in emotional maturity of high school teachers with regard to their marital status and job status.
5. To find out whether there is any significant relationship between classroom management and emotional maturity of high school teachers.

Hypotheses

1. There is no significant difference between married and unmarried high school teachers in their classroom management.
2. There is no significant difference between permanent and temporary high school teachers in their classroom management.
3. There is no significant difference between married and unmarried high school teachers in their emotional maturity.
4. There is no significant difference between permanent and temporary high school teachers in their emotional maturity.
5. There is no significant relationship between emotional maturity and classroom management of high school teachers.

Method used

The investigator has adopted survey method.

Population and Sample

The population of the present study consists of high school teachers of Dindigul district. The investigator has

used simple random sampling technique. The sample consisted of 50 high school teachers.

Tools used

This study aimed to evaluate the classroom management and emotional maturity of high school teachers. The investigator has used the Classroom Management Scale constructed and validated by Antony Raj and Barnabas (2014) and Emotional Maturity Scale constructed and standardized by Yashvir Singh and Mahesh Bhargava (1990).

Statistical techniques Used

Percentage analysis and 't' test were used in this study.

Analysis of data

Table 1
Level of Classroom Management of High School Teachers

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Management of physical environment	12	24.0	31	62.0	7	14.0
Management of material resources	9	18.0	35	70.0	6	12.0
Management of classroom time	12	24.0	36	72.0	2	4.0
Management of classroom instruction	9	18.0	40	80.0	1	2.0
Management of justify behavior	9	18.0	30	60.0	11	22.0
Management of attention	12	24.0	30	60.0	8	16.0
Management of discipline	11	22.0	32	64.0	7	14.0
Overall Classroom Management	12	24.0	26	52.0	12	24.0

Table 2
Level of Emotional Maturity of High School Teachers

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Stability	12	24.0	28	56.0	10	20.0
Emotional Progression	8	16.0	32	64.0	10	20.0
Social Adjustment	12	24.0	26	52.0	12	24.0
Personality Integration	12	24.0	26	52.0	12	24.0
Independence	9	18.0	29	58.0	12	24.0
Overall Emotional Maturity	12	24.0	27	54.0	11	22.0

Table - 3
Difference between Married and Unmarried High School Teachers in their Classroom Management

Dimensions	Marital Status	N	Mean	S.D	Calculated 't' value	Remarks
Management of physical environment	Married	25	22.96	2.169	0.39	NS
	Unmarried	25	23.20	2.160		
Management of material resources	Married	25	20.52	3.429	1.27	NS
	Unmarried	25	21.68	3.010		
Management of classroom time	Married	25	13.84	2.154	1.34	NS
	Unmarried	25	14.48	1.005		
Management of classroom instruction	Married	25	9.84	1.951	0.81	NS
	Unmarried	25	10.32	2.212		
Management of justify behavior	Married	25	13.56	3.110	0.95	NS
	Unmarried	25	14.32	2.462		
Management of attention	Married	25	18.96	2.965	0.97	NS
	Unmarried	25	19.76	2.833		
Management of discipline	Married	25	35.92	3.378	0.09	NS
	Unmarried	25	36.00	2.677		
Overall Classroom Management	Married	25	135.60	11.765	1.40	NS
	Unmarried	25	139.76	8.913		

(At 5% level of significance the table value of 't' is 1.96, NS - Not Significant)

Table - 4
Difference between Permanent and Temporary High School Teachers in their Classroom Management

Dimensions	Job Status	N	Mean	S.D	Calculated 't' value	Remarks
Management of physical environment	Permanent	26	23.73	2.164	2.33	S
	Temporary	24	22.38	1.929		
Management of material resources	Permanent	26	20.65	3.123	1.01	NS
	Temporary	24	21.58	3.374		
Management of classroom time	Permanent	26	14.27	1.801	0.47	NS
	Temporary	24	14.04	1.601		
Management of classroom instruction	Permanent	26	10.27	1.710	0.66	NS
	Temporary	24	9.88	2.437		
Management of justify behavior	Permanent	26	14.08	2.348	0.35	NS
	Temporary	24	13.79	3.270		
Management of attention	Permanent	26	19.65	2.637	0.74	NS
	Temporary	24	19.04	3.183		
Management of discipline	Permanent	26	36.38	2.927	1.03	NS
	Temporary	24	35.50	3.107		
Overall Classroom Management	Permanent	26	139.04	9.185	0.94	NS
	Temporary	24	136.21	11.861		

(At 5% level of significance the table value of 't' is 1.96, S - Significant, NS - Not Significant)

Table - 5
Difference between Married and Unmarried High School Teachers in their Emotional Maturity

Dimensions	Marital Status	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Married	25	35.44	9.531	2.51	S
	Unmarried	25	41.84	8.430		
Emotional Progression	Married	25	27.80	8.196	1.52	NS
	Unmarried	25	31.28	7.893		
Social Adjustment	Married	25	32.64	6.211	1.17	NS
	Unmarried	25	35.04	8.085		
Personality Integration	Married	25	29.24	7.247	1.61	NS
	Unmarried	25	32.92	8.779		
Independence	Married	25	22.80	4.564	1.88	NS
	Unmarried	25	25.32	4.880		
Overall Emotional Maturity	Married	25	147.92	30.986	2.05	S
	Unmarried	25	166.40	32.587		

(At 5% level of significance the table value of 't' is 1.96, S - Significant, NS - Not Significant)

Table - 6
Difference between Permanent and Temporary High School Teachers in their Emotional Maturity

Dimensions	Job Status	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Permanent	26	42.85	7.734	3.65	S
	Temporary	24	34.08	9.193		
Emotional Progression	Permanent	26	33.96	6.415	4.80	S
	Temporary	24	24.75	7.134		
Social Adjustment	Permanent	26	36.77	5.666	3.25	S
	Temporary	24	30.67	7.516		
Personality Integration	Permanent	26	35.04	6.582	4.06	S
	Temporary	24	26.79	7.656		
Independence	Permanent	26	26.08	4.498	3.37	S
	Temporary	24	21.88	4.297		
Overall Emotional Maturity	Permanent	26	174.69	24.846	4.70	S
	Temporary	24	138.17	30.011		

(At 5% level of significance the table value of 't' is 1.96, S - Significant)

Table - 7
Relationship between Classroom Management and Emotional Maturity of High School Teachers

N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	Calculated 'y' value	Remarks
50	6757	7707	937105	1264961	1070024	0.9996139	S

(At 5% level of significance, for (48 df) table value of 'y' is 0.273, S - Significant)

Results and discussion

- Table 1 reveals that the level of classroom management and its dimensions of high school teachers in terms of overall sample is moderate. In this, the level of management of classroom instruction of high school teachers is high (80.0%) and the level of overall classroom management is low (52.6%).
 - Table 2 reveals that the level of emotional maturity and its dimensions of high school teachers in terms of overall sample is moderate. In this, the level of emotional progression of high school teachers is high (64.0%) and the level of social adjustment and personality integration of high school teachers are low (52.0%).
 - The Table 3 reveals that there is no significant difference between married and unmarried of high school teachers in their management of physical environment, management of material resources, management of classroom time, management of classroom instruction, management of attention, management of justify behavior, management of discipline and overall classroom management.
 - Table 4 reveals that there is no significant difference between permanent and temporary of high school teachers in their management of material resources, management of classroom time, management of classroom instruction, management of justify behavior, management of attention, management of discipline and overall classroom management, but there is significant difference in their management of physical environment. While comparing the mean scores, the permanent teachers are better than the temporary teachers in their management of physical environment. This may be due to the fact that the permanent teachers have job security. So they have a high positive attitude and confidence in their workroom.
 - Table 5 reveals that there is no significant difference between married and unmarried teachers in their emotional progression, social adjustment, personality integration and independence, but significant difference is found in their emotional stability and overall emotional maturity. While comparing the mean scores, the unmarried teachers are better than the married teachers in their emotional stability and overall emotional maturity.
- This may be due to the fact that the unmarried teachers have no much house hold works. They have more freedom to involve in the activities of the school as well as the society. Whereas married people are committed to take care of their families. They are having more problems in their daily life and they are emotionally disturbed. So unmarried teachers are more emotionally stable.
- Table 6 reveals that there is significant difference between permanent and temporary high school teachers in their emotional maturity and its dimensions. While comparing the mean scores, the permanent teachers are better than the temporary teachers in their emotional maturity and its dimensions. This may be due to the fact that the permanent teachers receive job benefits directly from the government and they have more secured future too. So they have more confidence in their profession.
 - Table 7 reveals that there is significant relationship between classroom management and emotional maturity of high school teachers. This may be due to the fact that the emotionally matured teachers are able to understand their student's behavior effectively in the classroom. So they manage the students well in the classroom. The emotionally matured teachers are extroverts in their personality. They are emotionally balanced and socially adjusted. They easily mingle with others. The students spend most of their time in the classroom and likewise most of the activities are done in the classroom only. The environment of a classroom has a great influence on the multiple development of the student's personality. The better the classroom environment, the better the skill of classroom management of teachers and it will make the students to perform well in the classroom. The results show that there is a relationship between classroom management and emotional maturity of high school teachers. This finding is supported by that of Erika Landau (1998) which revealed that there was a significant relationship between emotional maturity on creativity and intelligence. Among the highly intelligent group, emotionally mature children were more creative. These results demonstrate that giftedness is conditioned not only by high intelligence but that emotional maturity has its share in it and their interaction facilitates and creative behavior.

Conclusion

Educational institutions should play a vital role in promoting emotional maturity and classroom management among the teachers by organizing various developmental programmes. In order to improve the emotional maturity of the teacher's, group activities, picnics, tours and seminars should be regularly arranged. By cultivating a better emotional maturity and the skill of classroom management among the teachers, the overall personality of students and thereby our nations all round status can be improved. To teach 21st century students, a teacher should perform multiple roles and use more techniques in the classroom. So teachers should take initiatives to apply different measures to improve their emotional maturity and classroom management.

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