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## METACOGNITION, EMOTIONAL MATURITY AND CLASSROOM MANAGEMENT OF HIGH SCHOOL TEACHERS

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### Abstract

The present study is entitled as "Metacognition, Emotional Maturity and Classroom Management of High School Teachers". Metacognition is not just a skill to be taught, but a disposition of what it means to think and learn. Thus, an analysis of teachers' understandings of how to guide students in being metacognitive and the relationships between teachers' pedagogical understandings of metacognition and their knowledge of metacognition could inform professional development. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting. The emotional maturity of a teacher should find expression in all domains, whether it is teaching, talking, playing and walking. Emotionally mature teachers are likely to produce emotionally balanced learners and this transfer of maturity enables a teacher to manage or control his class irrespective of the conditions it has. Classroom management is one of the greatest concerns of teachers and administrators when addressing the safety and well-being of students. Effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. This paper aims to find out the relation between metacognition, emotional maturity and classroom management of high school teachers. The research is a survey type, which consists of purposive sampling of 800 high school teachers in Dindigul and Madurai district. The investigator has constructed and validated the metacognition, emotional maturity scale and classroom management scale. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis and correlation.

### Introduction

Mata, Pita, Guru and Theivam (Mother, Father, Teacher and God) is very popular adage in Sanskrit. This is the order one should give reverence. The teachers were given the equal status with God.

"Teachers are the back bone of any country, the pillar upon which the aspirations of students are reconverted into realities. The teachers must be perceptual seekers of intellectual integrity and universal compassion" - Dr. Abdul Kalam (Seetharaman, 2015). According to Indian culture and tradition the teacher has assumed a position second one to God. As Aurobindo (1910) puts it, "The teacher is the Prophet of the True God and the users of the true kingdom of God". According to Crow & Crow (1973) "A good teacher and the quality of his teaching has always been of paramount to a free man and to a free society (Aggarwal, 1980).

### Significance of the Study

High school students are in a transition to adult ways of being in the world of independency and romantic relationship. They struggle and fail and experience stresses that may affect their behavior in classrooms. Teachers are responsible for orchestrating attention to learning, of varied students in a limited space. Therefore, regardless of how well a teacher understands the students' needs; he/she should create a positive, emotional and academic climate. Implementing instructional methods that facilitate optimal learning by responding to academic needs of individual student and the classroom group is the need of the hour.

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Teachers get an opportunity to be with students for a longer period of time and can actually influence students. At times, an emotional insensitivity of a teacher affects the learner adversely because very often the learners feel fully attached rather integrated with the teachers. Even a minor emotional negligence can have greater significant effects on students. Teachers' understanding of what is necessary for teaching and learning has a strong impact on their practice. This impact affects students learning. Metacognition is not just a skill to be taught, but a disposition of what it means to think and learn. Thus, an analysis of teachers' understandings of how to guide students in being metacognitively and the relationships between teachers' pedagogical understandings of metacognition and their knowledge of metacognition could inform professional development (Harpaz, 2007). Metacognitive activities help the teacher to determine how students can be taught by applying their cognitive resources through metacognitive control. The metacognitive knowledge is encompassed with all the information about a proposed task that is available to a teacher. This knowledge guides in a management of a task and provides information about the degree of success that he or she is likely to produce. In the management of task the person should not lose his emotions otherwise he will be a failure.

To be effective, teachers must be aware of the numerous variables that affect classroom environment and support the teaching-learning process. A teacher's primary responsibility is to promote behavioral competence and facilitate learning for all students in a classroom. Managing the classroom is a critical element in successful instruction and requires good organizational ability and consistency. Classroom management is important to the whole education process because it offers students an ideal learning environment prevents teacher burnout and makes students and teachers feel safer and happier. Classroom management involves more than just discipline and rules. High school students are in a transition period and they take on adult ways of being in the world. High school students can make mistakes and engage in misbehavior that have far more serious implications than the kinds of mistakes and misbehavior they had made and engaged in as children (Scarlett, 2015). Today, classroom management is becoming an increasing problem for teachers in high schools because of the changes in the educational environments. Good classroom management implies good instruction. There is no doubt that the standard of classroom management, emotional maturity and metacognition of teachers determines the standard of the students as well as the quality of education too. By this study the investigator wants to find out the metacognition, emotional maturity and classroom management of high school teachers.

### **Objectives of the Study**

1. To find out the level of metacognition of high school teachers
2. To find out the level of emotional maturity of high school teachers.
3. To find out the level of classroom management of high school teachers.
4. To find out the significant relationship between emotional maturity and its dimensions and classroom management of high school teachers.
5. To find out the significant relationship between classroom management and its dimensions and metacognition of high school teachers
6. To find out the significant relationship between metacognition and its dimensions of emotional maturity of high school teachers

### **Hypothesis of the Study**

1. There is no significant relationship between classroom management and its dimensions and metacognition of high school teachers.
2. There is no significant relationship between emotional maturity and its dimensions and classroom management of high school teachers.
3. There is no significant relationship between metacognition and its dimensions of emotional maturity of high school teachers



### Delimitations of the Study

1. The sample was delimited to 800 high school teachers only.
2. The study is restricted to the high school teachers handling standards of sixth to tenth in Dindigul and Madurai districts only.

### Population and Sample

The population for the present study comprises of high school teachers, who are working in government, aided and self-financed high and higher secondary schools, spread in Dindigul and Madurai districts of Tamil Nadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 800 high school teachers from 78 high and higher secondary schools.

### Method

In the present study the survey method was adopted to study the Metacognition, Emotional Maturity and Classroom Management of High School Teachers.

### Tools Used

This study is aims to evaluate the metacognition, emotional maturity and classroom management of high school teachers respectively. For the present study the investigator developed three tools namely ArVc's Scale on Metacognition (AVSM), ArVc's Scale on Emotional Maturity (AVSEM) and ArVc's Scale on Classroom Management (AVSCM).

### Statistical Techniques Used

Percentage analysis and correlation were used in this study.

### Analysis of the Study

**Table 1 Level of Metacognition of High School Teachers**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Knowledge of Cognition	101	12.6%	560	70.0%	139	17.4%
Regulation of Cognition	89	11.1%	577	72.1%	134	16.8%
<b>Metacognition</b>	102	12.8%	555	69.4%	143	17.8%

**Table 2 Level of Emotional Maturity of High School Teachers**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Manifestation	162	20.3%	516	64.5%	122	15.3%
Emotional Stability	130	16.3%	537	67.1%	133	16.6%
Emotional Self-Awareness	117	14.6%	683	85.4%	0	0.0%
Emotional Adjustment	111	13.9%	564	70.5%	125	15.6%
Emotional Adequacy	127	15.9%	548	68.5%	125	15.6%
<b>Emotional Maturity</b>	137	17.1%	522	65.3%	141	17.6%

**Table 3 Level of Classroom Management of High School Teachers**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Management of Planning	125	15.6%	548	68.5%	127	15.9%
Management Teaching Learning Resources	110	13.8%	580	72.5%	110	13.8%
Management of Self-Discipline	72	9.0%	412	51.5%	316	39.5%



Management of Student Behaviour	139	17.4%	538	67.3%	123	15.4%
Management of Learning Atmosphere	113	14.1%	574	71.8%	113	14.1%
Management of Classroom Instruction	115	14.4%	583	72.9%	102	12.8%
Management of Evaluation	118	14.8%	546	68.3%	136	17.0%
<b>Classroom Management</b>	112	14.0%	581	72.6%	107	13.4%

**Table 4 Relationship between Metacognition and Its Dimensions of Emotional Maturity of High School Teachers**

Dimensions	df	Calculated ' $\gamma$ ' value	'P' Value	Remarks
Knowledge of Cognition	798	0.320	0.000	S
Regulation of Cognition		0.309	0.000	S
<b>Metacognition</b>		0.348	0.000	S

**Table 5 Relationship between Classroom Management and Its Dimensions and Metacognition of High School Teachers**

Dimensions	df	Calculated ' $\gamma$ ' value	'P' Value	Remarks
Management of Planning	798	0.399	0.000	S
Management of Teaching Learning Resources		0.391	0.000	S
Management of Self-Discipline		0.216	0.000	S
Management of Learning Atmosphere		0.213	0.000	S
Management of Student Behaviour		0.218	0.000	S
Management of Classroom Instruction		0.299	0.000	S
Management of Evaluation		0.297	0.000	S
<b>Classroom Management</b>		0.409	0.000	S

**Table 6 Relationship between Emotional Maturity and its Dimensions and Classroom Management of High School Teachers**

Dimensions	df	Calculated ' $\gamma$ ' value	'P' Value	Remarks
Emotional Manifestation	798	0.168	0.000	S
Emotional Stability		0.169	0.000	S
Emotional Self-Awareness		0.638	0.000	S
Emotional Adjustment		0.192	0.000	S
Emotional Adequacy		0.298	0.000	S
<b>Emotional Maturity</b>		0.334	0.000	S

### Results and Discussion

- Tables 1 revealed that majority of the high school teachers (70.0%) have moderate level of knowledge of cognition. Only 17.4% of high school teachers have high level of knowledge of cognition, Majority of the high school teachers (72.1%) have moderate level of regulation of cognition. Only 16.8% of high school teachers have high level of regulation of cognition, majority of the high school teachers (69.4%) have moderate level of metacognition. Only 17.9% of high school teachers have high level of metacognition.
- Tables 2 revealed that majority of the high school teachers (64.5%) have moderate level of emotional manifestation. Only 15.3% of high school teachers have high level of emotional manifestation, majority of the high school teachers (67.1%) have moderate level of emotional stability. Only 16.6% of high school teachers have high level of emotional stability, majority of the high school teachers (85.4%) have moderate level of emotional self-awareness. Only 0.0% of high



school teachers have high level of emotional self-awareness, majority of the high school teachers (70.5%) have moderate level of emotional adjustment. Only 15.6% of high school teachers have high level of emotional adjustment, majority of the high school teachers (68.5%) have moderate level of emotional adequacy. Only 15.6% of high school teachers have high level of emotional adequacy and majority of the high school teachers (65.3%) have moderate level of emotional maturity. Only 17.6% of high school teachers have high level of emotional maturity.

- Tables 3 revealed that majority of the high school teachers (68.5%) have moderate level of management of planning. Only 15.9% of high school teachers have high level of management of planning, majority of the high school teachers (72.5%) have moderate level of management of teaching learning resources. Only 13.8% of high school teachers have high level of management of teaching learning resources, majority of the high school teachers (51.5%) have moderate level of management of self-discipline. Only 39.5% of high school teachers have high level of management of self-discipline, majority of the high school teachers (67.3%) have moderate level of management of student behaviour. Only 15.4% of high school teachers have high level of management of student behaviour, majority of the high school teachers (71.8%) have moderate level of management of learning atmosphere. Only 14.1% of high school teachers have high level of management of learning atmosphere, majority of the high school teachers (72.9%) have moderate level of management of classroom instruction. Only 12.8% of high school teachers have high level of management of classroom instruction, majority of the high school teachers (68.3%) have moderate level of management of evaluation. Only 17.0% of high school teachers have high level of management of evaluation and majority of the high school teachers (72.6%) have moderate level of classroom management. Only 13.4% of high school teachers have high level of classroom management.
- Table 4 revealed that there is significant relationship between knowledge of cognition, regulation of cognition and metacognition and emotional maturity of high school teachers. This may be due to the fact that the success of a teaching profession depends not so much on what teachers teach but how they teach and how they manage their class room situation. Hence besides having subject knowledge, the teachers should learn to come down to the level of students in order to motivate them. To do this, teachers should constantly reflect and analyze their way of functioning. Such a constant effort on the part of teachers results in their growth in emotional maturity and metacognitive ability.
- Table 5 revealed there is significant relationship between management of planning, management of teaching learning resources, management of self-discipline, management of learning atmosphere, management of student behaviour, management of classroom instruction, management of evaluation and classroom management and metacognition of high school teachers. This may due to the fact that 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 become the skill of classroom management of teachers are also better.
- Table 6 revealed there is significant relationship between emotional manifestation, emotional stability, emotional self-awareness, emotional adjustment, emotional adequacy and emotional maturity and classroom management of high school teachers. This may due to the fact that emotionally matured teachers are able to understand their student's behaviour effectively in the classroom. So they manage the students well in the classroom. The emotionally matured teachers are extroverts in their personality. The better the classroom environment, the skill of classroom management of teachers is also better and it will make the students to perform well in the classroom.



### Recommendations

1. Practical oriented metacognition strategies should be included in the curriculum. Based on their performances teachers especially male teachers with better metacognition may be identified through continuous and comprehensive evaluation and awarded prizes at the end of the year.
2. More funds may be allotted for government, aided and matriculation schools for having the activities developing metacognition, emotional maturity and classroom management of high school teachers.
3. Government, aided and matriculation schools should be arranged yoga, meditation classes, picnics and co-curricular activities for high school teachers to develop their emotional stability, emotional adequacy and emotional maturity of high school teachers.
4. The administrators should insist high school teachers to participate in the training programme on classroom management skills, who have failed to attend during their service and metacognitive teaching strategies must be included in the in-service training programme to the teachers.
5. More workshops, special training programmes, special talks and professional development courses can be arranged to the high school teachers in order to enhance their classroom management, emotional maturity and metacognition.

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