

A STUDY ON CLASSROOM MANAGEMENT OF PRIMARY SCHOOL TEACHERS OF KERALA IN RELATION WITH THEIR EMOTIONAL INTELLIGENCE

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ABSTRACT

Classroom Management is the process of dealing with the manual and material aspects within an instructional setting. It affects the learner behaviour, realization of educational objectives, classroom climate and interpersonal relations. All personal and professional qualities of a teacher will influence her management style. Among those factors, how emotionally intelligent the teacher implies more importance. For both the aspects different research studies show that individual's gender and marital status matters a lot. The present study is a research study in which the investigator tried to find the significant difference in emotional intelligence and classroom management among gender of male and female and based on marital status and the relationship between the two variables.

Keywords: Emotional Intelligence, Classroom Management, Primary School Teachers

INTRODUCTION

There is a great responsibility on the part of the teachers to lay the foundation of conduct the learners. The primary education most likely aims to develop adaptability to the society, all – round development of the individual child, acquisition of the basic skills necessary in contemporary society and physical health, intellectual development, emotional and moral health, aesthetic awareness.

Emotional Intelligence is a type of social intelligence, which involves the capacity for recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships.

Classrooms are multidimensional universes. They consist of many individuals with differing goals, preferences and abilities. Managing the classroom is an integral part of the teaching learning process. Effective management of a classroom shows the concern of a teacher for the instructional process.

The balanced state of emotions of a teacher will have a healthy influence on children. Research studies proved that there is a significant positive relationship between emotional stability of teachers and teacher effectiveness (Yadav, 2016, Singh & Jha, 2012).

Various studies found that emotional stability and extraversion are essential for a successful teacher and personal, emotional and social adjustment was a major factor in predicting teaching efficiency.

In order to perform his/her role effectively, a teacher should be intelligent in emotion and satisfied in profession, because a teacher is a hope for an individual and the nation. Since, teacher's personality, behavior, interest attitude and emotions affect the children's

behavioural patterns; a teacher should understand his own emotions and other attributes as well as the same of pupils in the teaching- learning process.

If teachers are emotionally intelligent or balanced the task of classroom management may become easier, because emotional skills are essential for social and professional adaptations.

NEED AND SIGNIFICANCE OF THE STUDY

The quality of the nation depends upon the quality of the education imparted to its citizens which in turn depends-upon the quality of teachers. The term quality of teachers includes all the personality dimensions of a teacher that is span of knowledge, teaching skills and teacher behaviour comprising his Emotional Intelligence.(UNESCO, 2014)

An emotionally competent teacher is likely to emphasize on responsible behaviour on the part of her students by placing herself as a role model and through formalizing Classroom Management activities in a proper way. The role of teachers in displaying emotional skills while teaching and managing classroom situations becomes more critical. It has been seen that a healthy classroom interaction makes a difference in the academic achievement of the students.

Primary school teachers have to perform multi-roles in their professional life. In the present day educational scenario, classroom consists of students with varying abilities interest and learning styles. They require more participation in learning process as they begin to lay a greater emphasis on their logic and reasoning.(Srivastava, 2015)

In this situation the investigator felt the need of establishing a relationship of Emotional Intelligence on Classroom Management practices of teachers at primary levels.

OPERATIONAL DEFINITION OF KEY TERMS

Emotional Intelligence

“Emotional Intelligence is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them and to use the information to guide one’s thinking and actions.”(Peter Salovey, 1990)

Classroom Management

“Classroom Management is the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings.(Kratochwill, 2018)

OBJECTIVES OF THE STUDY

1. To compare the Emotional Intelligence of primary school teachers based on sub sample
 - Gender – Male and female
 - Marital Status – married/ unmarried
2. To compare the Classroom Management of primary school teachers based on sub sample
 - Gender – Male and female
 - Marital Status – married/ unmarried
3. To find out the relationship between Emotional Intelligence and Classroom Management of primary school teachers for total sample.

HYPOTHESES OF THE STUDY

1. There will be significant difference in Emotional Intelligence between
 - Male and female teachers.
 - Married and unmarried teachers.
2. There will be significant difference in Classroom Management between
 - Male and female teachers.
 - Married and unmarried teachers.
3. There will be significant relationship between Emotional Intelligence and Classroom Management of primary school teachers.

METHODOLOGY

Normative survey method was used for the study. Considering the nature of the study stratified random sampling technique was used. The sample consists of 296 primary school teachers drawn from various primary schools of Ernakulam district. Two or more schools were selected from each educational district. Due representation was given to gender of teachers and marital status of teachers.

Emotional Intelligence is measured by using an Emotional Intelligence test consists of 30 questions. Classroom Management is measured with a Classroom Management inventory. The inventory consists of 35 self reporting questions.

ANALYSIS AND FINDINGS.

Table 1

Statistical data and results of the test of significance of difference between means of the variable Emotional Intelligence for sub samples in consolidated form

Sample		M	SD	CR	LS
Gender	Male	67.73	7.96	2.16	P< 0.05
	Female	70.69	6.70		
Marital status	Married	70.66	6.96	0.521	P>0.05
	Unmarried	70.15	5.59		

Table 2

Statistical data and results of the test of significance of difference between means of the variable classroom management for sub samples in consolidated form

Sample		M	SD	CR	LS
Gender	Male	74.95	7.12	2.45	P< 0.05
	Female	78.08	8.34		

Marital status	Married	77.81	8.31	0.110	P > 0.05
	Unmarried	77.65	8.48		

Table 3

Data and result of testing the significance of the relationship between Emotional Intelligence and Classroom Management of whole sample

Group	N	R	T	Level of significance
Whole sample	300	0.258	4.74	P<0.01

6.1.1 Conclusion based on objective I

Based on gender

The mean of Emotional Intelligence score of female greater than that of male. Therefore Emotional Intelligence of female is greater than that of males.

This is supported by the following findings:

	Mean	CR	LS
Male	- 67.73	2.16	p< 0.05
Female	- 70.69		

Based on marital Status

The Emotional Intelligence of married and unmarried teachers are almost same. That is, there is no significant difference in the Emotional Intelligence of both married and unmarried teachers.

This conclusion is arrived at from the following findings:

	Mean	CR	LS
Married	- 70.66	0.521	P> 0.05
Unmarried	- 70.15		

6.1.2 Conclusion Based on objective 2

Based on gender

Findings reveals that female teachers have better Classroom Management than male teachers.

This is supported by the following findings:

		Mean	CR	LS
Male	-	74.95	2.45	p< 0.05
Female	-	78.08		

Marital Status

Classroom Management of both married and unmarried teachers are almost same. Thus, there is no significant difference in the relationship between married and unmarried teachers.

It arrived at from the following findings.

		Mean	CR	LS
Married	-	77.81	0.110	P> 0.05
Unmarried	-	77.65		

6.1.3 Conclusion based on objective 3

There exists a positive significant relationship between Emotional Intelligence and Classroom Management of primary school teachers.

This conclusion is arrived at from the following findings.

N= 300 r = 0.258 t = 4.74 p<0.01

6.2 Tenability of hypotheses

Hypothesis-I

There exists significant difference in Emotional Intelligence between;

1. Male and female teachers
2. Married and unmarried teachers

The analysis reveals that there is significant difference in Emotional Intelligence of male and female teachers. So part (i) of the hypothesis is accepted.

Mean (male)= 67.73, mean (female)=70.69 CR= 2.16; P<0.05

The results show that there is no significant difference in Emotional Intelligence of married and unmarried teachers at both levels. So part (ii) of the hypothesis is rejected.

Mean (married).77.66, mean (unmarried) =77.15) CR=521, P>0.05

Hypothesis –II

There exists significant difference in Classroom Management between,

1. Gender- male /female
2. Marital status-married/unmarried

The analysis reveals that there is significant difference in Classroom Management of male and female teachers at 0.05 level. So part (i) of the hypothesis is accepted. (mean (male) =74.95, mean (F.m)=78.00 CR=2.45; $P < 0.05$)

There is no significant difference in Classroom Management of married and unmarried teachers at both levels. So part (ii) of the hypothesis is rejected.
Mean (married).77.81, mean (unmarried) =77.65 CR=110, $P > 0.05$

Hypothesis- III

There is significant relationship between Emotional Intelligence and Classroom Management of whole sample.

The analysis revealed that there is low relationship between Emotional Intelligence and Classroom Management of whole sample; So the hypothesis is accepted.
(N=300, $r = .258$ $t = 4.74$ $P < 0.01$)

CONCLUSION

Every child, at all levels, particularly primary level students should get quality education. Small children depend more on their teachers. The findings of the study suggest that Emotional Intelligence and Classroom Management are positively related to each other. So Teacher education is an important aspect that can mould emotionally competent, mature and intelligent teachers who can manage their classes positively and democratically. Classes on value education and personality development should be conducted in schools and colleges to inculcate new values and create leadership qualities. Teacher should participate in group social activities like NSS, NCC to ensure the development of leadership qualities. Teachers should be taught to develop and maintain a positive attitude towards life always. A well developed knowledge in pedagogical issues is the basic strength of the teacher.

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