



INFLUENCE OF CLASSROOM MANAGEMENT ON THE PERSONALITY OF IX STANDARD STUDENTS IN MADURAI

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Abstract

This study investigated the influence of personality on the class room management of IXth standard students in Madurai district. Psychoanalysts believe man's behaviour is triggered mostly by powerful hidden forces within the personality. Sigmund Freud, an Australian physician was the originator of this theory in the early nineties He says much of people's everyday behaviour is motivated by unconscious forces about which they know little. In order to fully understand personality then one need to illuminate and expose what is in the unconscious. Class room management is very important task in the teaching learning process. Without class room management skill teaching skill has made no effect in the class room. In the study the researcher take IX standard students in Madurai district. In this study researcher proved the above statement. He Proved that the classroom management is directly related with the personality.

Keywords: *Personlaity, classroom management, Students, Madurai*



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Introduction

The role of teacher is greatly felt in teaching learning process in a class room. It is a good teacher who makes and mars. The validity of the proposition stands good even today. The most fundamental concept of education is to create full man with all round personality. He must possess many sided personality, men of character, honest, truth loving decided to serve humanity and above all he must be most altruistic.

An effective management of class room situation and subsequent changes are the national assets. The above statement maybe substantiated as follows, Children are the nation makers. The destiny of a nation is molded to a great extent by teachers. A teacher as a professional develops certain skills to use his knowledge to organize, encourage and assist the desired learning. Teachers are not only the educators of the pupils they are the most perennial source of information. In the process of interaction children as they develop the knowledge they also make the knowledge in its proper application. His feelings and expectations over the class room behaviour giving rise to a certain kind of social and emotional atmosphere that form a major facet of a teacher's career.

Objectives of the study

The study entitled “ Influence Of Classroom Management On The Personality Of IX Standard Students In Madurai” was taken up with the following objectives;

1. to assess personality of the students studying in class 9.
2. to find out the class room management of teachers as perceived by students of class 9.
3. to find out the relationship between the personality and class room management with reference to gender, nature of the institution, locality of the institution, experience, age of the teachers and subject taught.
4. to infer the influence of class room management of teachers on the Personality of the students of class 9.

Hypotheses of the study

1. There is no significant relationship between the total class room management and total personality of students studying in class 9.
2. There is no significant total class room management and each one of the personality dimensions namely- self-confidence, persistence, cooperativeness, emotional stability, emotional control, sense of responsibility, courtesy, sociability, leadership, initiative, attitude to life and attitude to self.

The area of study

The area chosen for the present study comprises of schools situated in rural and urban areas included in Madurai Educational District. This included the schools adopting Tamil Nadu State board system of education.

Population

Population or universe is the aggregate of all units possessing certain specific characteristics on which the sample seeks to draw influences. In this study, population means the students of class 9, studying in Government, Corporation, Government Aided and Private schools in and around Madurai.

Instrumentation

In this study the investigator used the tools namely “Rajan’s 12 Personality Trait Inventory” (Rajan’s 12 PTI) and “Class Room Management Inventory” Both were already standardized and the second one was re-standardized for the present population of students of class 9 studying in Madurai District.

Classroom management inventory

The tool class room management was an already standardized tool by Dr. L. Saraswathy and Mr. Kanagavel. The reliability r was 0.82. Split half method was adopted to establish reliability. The content validity was established. The tool was re-standardized.

Statistical techniques

There is no significant relationship between the total class room management and total personality of students studying in class 9. To find out the significant relation Pearson's Product moment Correlation adopted.

CORRELATION CO-EFFICIENT

Table 1 Relationship between total personality and the class room management

	Sample Size	r Value	Level of Significance
Personality	220	0.85	P < 0.05

The obtained r value .845 is statistically significant since it is greater than the theoretical r value for 198 degree of freedom at 0.05 level of significance. Hence the null hypothesis is rejected. It is therefore concluded that there is significance of relationship between the personality and class-room management of the students.

There is no significant total class room management and each one of the personality dimensions namely- self-confidence, persistence, cooperativeness, emotional stability, emotional control, sense of responsibility, courtesy, sociability, leadership, initiative, attitude to life and attitude to self.

Table 2 Correlation between total class room management and each one of the personality dimension. Table 2 Correlation – Total Class room management and each one of the personality dimension

S.No.	Personality Variable	r Value	Significant / Not Significant
1	Self-confidence	0.57	Significant
2	Persistence,	0.57	Significant
3	Co cooperativeness	0.86	Significant
4	Emotional stability	0.42	Significant
5	Emotional control	0.96	Significant
6	Sense of responsibility	0.71	Significant
7	Courtesy	0.62	Significant
8	Sociability	0.51	Significant
9	Leadership	0.79	Significant
10	Initiative	0.49	Significant
11	Attitude to life	0.32	Significant
12	Attitude to self	0.41	Significant

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Results

There is significant total class room management and each one of the personality dimensions namely- self-confidence, persistence, cooperativeness, emotional stability, emotional control, sense of responsibility, courtesy, sociability, leadership, initiative, attitude to life and attitude to self.

There is significant relationship between total personality and each one of the classroom management dimensions namely, content knowledge, democratic behaviour, class room physical environment, classroom discipline, human relationship, involvement of students, and effective learning.

Discussion

Class-room management problems are directly influenced by many –personality characters such as self-confidence, persistence, co-operativeness, emotional stability, emotional -control, sense of responsibility, courtesy, sociability, initiative, attitude to life and attitude to self. The present study deals with class-room management namely instructional strategy, content- knowledge, democratic behaviour, class-room physical environment, class-room discipline, human relationship, involvement of students and effective learning.

When a problem is technically analyzed, the situation in a class-room as well the learning mode may be improved. In a modern world where the advancement of knowledge is the order of the day innovations are very important. A teacher has to all the time be focus on of his mode of instruction in the class-room. This becomes incomplete if a teacher does not keep pace with the demands from the sides of the students.

A well balanced atmosphere in a class-room help teacher enrich his mode of instruction and also students learn instructions with more enthusiasm. Thus, researchers in our modern time paves way for creative and purposeful process of learning.

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