

# **A Qualitative Study of the Effect of Classroom Emotional Climate on Motivating Learners and Their Moral Maturity**

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## **Abstract**

The main aim of the present study is to explore the effect of classroom emotional climate on motivating learners and their moral maturity. The specific objectives are to explore the emotional climate of students in classroom, to assess students' motivational orientations, to investigate the effect of classroom emotional climate on motivation and to investigate the effect of classroom emotional climate on moral maturity. In this study, quantitative approach will be used. Data will be collected from about 16 high school students by levels of classroom emotional climate and moral maturity. Semi-structured interview will be used as the instrument in this study. This interview questions are divided into six subtopics; (a) Classroom Conditions, (b) Relationships with Teachers and Peers in Class, (c) Motivation towards Learning, (d) Specific - Moral and immoral qualities and behaviors in classroom, (e) Behavioral - Immoral or advised to lie about something, handling the situation, and (f) Situational – handling moral and immoral behaviors/ conditions. The overall results showed that peer pressure, weak rapport with teachers, and weak parents assistance encourage them to do bad things. Positive classroom climate supports emotional and behavioral regulation of students. Education, school, teacher, personal values, society and culture foster a positive learning culture.

**Key words:** Classroom Climate, Emotional Climate, Motivation, Moral Maturity

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