



A Focus on the Emotional Maturity and Teaching Competency for Prospective Teachers

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ABSTRACT

Among other things, teaching requires emotional effort. Being emotionally competent has slowly become a need for the teaching profession, therefore the issue of instructors' actual emotional competence as well as techniques for gaining these skills has been highlighted. The purpose of the current study is to evaluate the relationship between the emotional development of student instructors and their instructional skills. The researcher used a survey approach and random sampling to gather the pertinent data in order to investigate the relationship between the variables. The sample for the current study consisted of 350 student instructors (both male and female) from institutions of education. Harsangeet Kaur (2019) developed and validated the Emotional Maturity Scale, and the researcher developed the Teaching Competency Scale to collect the necessary data from the community. The data were analysed using the Mann-Whitney test and the product moment correlation test developed by Karl Pearson. The major conclusions are that there is a positive correlation between student instructors' emotional maturity and their teaching ability.

Keywords: Emotional Maturity, Teaching Competency, Prospective teachers

INTRODUCTION

Moral character is something that is developed via education, and moral character enhances personality by making one more perceptive, competent, receptive, and dependant on their intelligence. One of the main objectives of

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education is the production of good teachers and pupils. The teachers help the students acquire the knowledge they require as well as the abilities, principles, attitudes, and routines they'll need to thrive in the future. Teaching competency is a challenging, diverse effort that requires a variety of personal traits and abilities. It either indicates a single level of competency that is necessary or a range of levels that have been determined using theoretical or empirical methods. In a manner similar to this, an individual's understanding of their emotional quotient and level of emotional maturity has important educational and societal ramifications for both their own well-being and those of society. Teachers who have grown emotionally are capable of managing their emotions. They develop the essential self-awareness to be conscious of their emotions and be able to analyse and express them. Every student has always relied heavily on their emotionally capable teachers for their achievement in life. The efficiency of one's teaching talents is really improved by emotional maturity, which is one of the essential elements of teaching competency. Teachers need to be emotionally mature in the current climate because it helps them be better teachers.

Need and Importance of the Study

In this day of globalisation, our educational system must adjust to meet the requirements of the students. Teacher educators need to be emotionally mature enough to impart material to fully developed future teachers. The need for this study is crucial given that many aspiring teachers must cultivate recognisable attitudes and acceptable emotional maturity. Our ability to have life experiences that we can control does not depend on our emotional and mental well-being. We must confront the emotions and circumstances that are a part of life because we are human. In order to meet the demands of the Prospective teachers, the present study will improve their teaching skills, which will also improve their understanding of the subject, their excitement for it, their attitude towards children, and their ability to adapt. In order to achieve their objectives for knowledge, competence, and attitude, aspiring teachers must pay close attention to their emotional side.

In order for future teachers to be successful throughout their pre-service training and once they begin teaching, it is crucial to improve their emotional maturity and teaching competence coping mechanisms. To assist practising teachers in moving along their chosen professional route, enhance the quality of education, and thus assure the advancement of quality teaching, a better degree of performance, skillfulness, classify awareness, and performance is required. The purpose of this study is to address the pressing necessity and significance of providing teachers with the information they need in order to lead their students' adept learning towards better levels of performance. The study includes recent research that was conducted for the fieldwork.

Objectives of the Study

- To find out the level of emotional maturity of Prospective teachers.
- To find out the level of teaching competency of Prospective teachers
- To find out whether there is any significant difference among Prospective teachers in their emotional maturity with regard to the background variables namely:
- Gender (Men and Women) (i) Educational Qualification (UG and PG),
- To find out whether there is any significant difference among Prospective teachers in their teaching competency with regard to the background variables namely: (i) Gender (Men and Women), (ii) Educational Qualification (UG and PG),
- To find out whether there is any significant relationship between teaching competency and emotional maturity of Prospective teachers.

Method of Study

A normative survey approach served as the study's methodology. The Teaching Competency Scale (TCS), which the researcher created, standardised, and validated, and the Emotional Maturity Scale (EMS), which Harsangeet Kaur (2019) produced and developed. 350 prospective teachers enrolled at the college of education in the Tiruvannamalai district were used as a sample for the researcher's data collection. The distribution of the study tools followed a random sample procedure.





Hypothesis of the Study

RH1: There is no significant difference between male and female Prospective teachers in their emotional maturity.

RH2: There is no significant difference between UG and PG Prospective teachers in their emotional maturity

RH3: There is no significant difference between male and female Prospective teachers in their teaching competency.

RH4: There is no significant difference between UG and PG Prospective teachers in their teaching competency.

RH5: There is no significant relationship between teaching competency and emotional maturity of Prospective teachers

Analysis of Data

Table 1 shows that 26% of prospective instructors had high emotional maturity, 45.7% had average emotional maturity, and 28.3% had low emotional maturity.

According to Table 2, whereas 27.2% of prospective teachers had a high level of teaching competency, 47.4% and 25.4% of prospective teachers had average and poor levels of teaching competency.

RH1: There is no significant difference between male and female Prospective teachers in their emotional maturity.

Table 3 shows a significant difference in emotional maturity between male and female prospective instructors, with a P value of less than 0.001. Thus, the emotional maturity null hypothesis is disproved at a 1% level.

RH2: There is no significant difference between UG and PG Prospective teachers in their emotional maturity

With a P value of less than 0.001, Table 4 demonstrates a significant difference in emotional maturity between prospective instructors with UG and PG diplomas. The null hypothesis about emotional maturity is thus rejected at a 1% level.

RH3: There is no significant difference between male and female Prospective teachers in their teaching competency.

With a P value of less than 0.001, Table 5 demonstrates a significant difference in the levels of teaching competency of male and female prospective teachers. The null hypothesis regarding teaching competency is thus rejected to a level of 1% as a result.

RH4: There is no significant difference between UG and PG Prospective teachers in their Teaching competency

Table 6 demonstrates a significant difference in teaching competency between prospective teachers with UG and PG degrees, with a P value of less than 0.05. As a result, the teaching competency null hypothesis is disproved at a 5% level.

RH5: There is no significant relationship between teaching competency and emotional maturity of Prospective teachers

According to the findings in Table 7, there is a significant positive correlation between prospective teachers' teaching proficiency and emotional maturity. Consequently, the null hypothesis was disproved.

Findings

- The level of emotional maturity of Prospective teachers was average.
- The level of teaching competency of Prospective teachers was average
- There was significant difference between male and female Prospective teachers in their emotional maturity. While comparing the mean scores, female Prospective teachers were rated higher than male Prospective teachers in their emotional maturity.
- There was significant difference between UG and PG Prospective teachers in their emotional maturity. While comparing the mean scores, PG Prospective teachers were rated higher than UG Prospective teachers in their emotional maturity
- There was significant difference between male and female Prospective teachers in their Teaching Competency. While comparing, female Prospective teachers were rated higher than male Prospective teachers in their emotional maturity.
- There was significant difference between UG and PG Prospective teachers in their Teaching Competency. While comparing, PG Prospective teachers were rated higher than UG Prospective teachers in their emotional maturity





- There was significant positive relationship between teaching competency and emotional maturity of Prospective teachers.

Recommendations and Implications

The following recommendations are made in light of the findings:

- To help future teachers understand the significance of emotional maturity, awareness campaigns, seminars, and discussions on emotional instability, emotional regression, poor social adjustment, lack of independence and flexibility, and adoptability may be done.
- A lot of chances might be made available to the future teachers to assist them in taking part in different social activities. To cultivate social values in potential teachers, outreach activities like NCC, Scouts and Guides, etc., may be run
- In order to foster emotional maturity and the fundamental teaching skills in prospective teachers, it is important to grow their feeling of independence. This can be done through counselling and supervision.

CONCLUSION

It is said that educators are the ones who build the next generation. They can act as guides for pupils as they go through the process of education for development. Students learn well in the cognitive, affective, and psychomotor domains when a teacher performs well and is proficient in their teaching methods. Similar to other professionals, educators must possess the requisite emotional maturity and commitment to their career in order to provide teaching. Both actual performance skills and theoretical knowledge are necessary for professional-level competence in teaching. The interaction- and interpretation-based approach to teaching and learning can only become relevant and effective through the strict application of key skills. A teacher with the right emotional maturity level might also encourage a pupil to explore their creative side. The study of "emotional life" among teachers is increasingly developing as a descriptive discipline equivalent to anatomy, and this is widely acknowledged. The results of the current study showed a strong correlation between prospective teachers' emotional maturity and their teaching proficiency. This confirms that in order to interact with the matured prospective teachers who must develop recognisable attitudes and suitable emotional maturity in them, teacher educators who convey information and knowledge must possess a well-balanced emotional maturity. The current study will assist future instructors in realising the value of emotional maturity and teaching competency in enhancing their professional performance. Therefore, it is essential to raise teaching competency and emotional maturity in aspiring teachers so that they can confidently guarantee teaching effectiveness both during their pre-service programme and after becoming teachers. This will effectively raise the quality of instruction and, as a result, greatly raise standards of learners.

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Table 1: Level of Emotional Maturity of Prospective teachers

Low		Average		High	
N	%	N	%	N	%
98	28.3	161	45.7	91	26

Table 2: Level of Teaching Competency of Prospective teachers

Low		Average		High	
N	%	N	%	N	%
90	25.4	165	47.4	95	27.2

Table 3. Mann- Whitney test for significant difference between Mean Rank of male and female prospective teachers' overall emotional maturity

Gender	Mean Rank	Z value	P value	Result
Male (N = 154)	114.21	9.712	P<0.001**	S
Female (N=196)	221.86			

Table 4. Mann- Whitney test for significant difference between Mean Rank of UG and PG prospective teachers' overall emotional maturity

Qualification	Mean Rank	Z value	P value	Result
UG (N = 222)	158.11	3.821	P<0.001**	S
PG (N=128)	203.69			

Table 5. Mann- Whitney test for significant difference between Mean Rank of male and female prospective teachers' overall teaching competency

Gender	Mean Rank	Z value	P value	Result
Male (N = 154)	124.23	8.241	P<0.001**	S
Female (N=196)	215.32			

Table 6. Mann- Whitney test for significant difference between Mean Rank of UG and PG prospective teachers' overall teaching competency

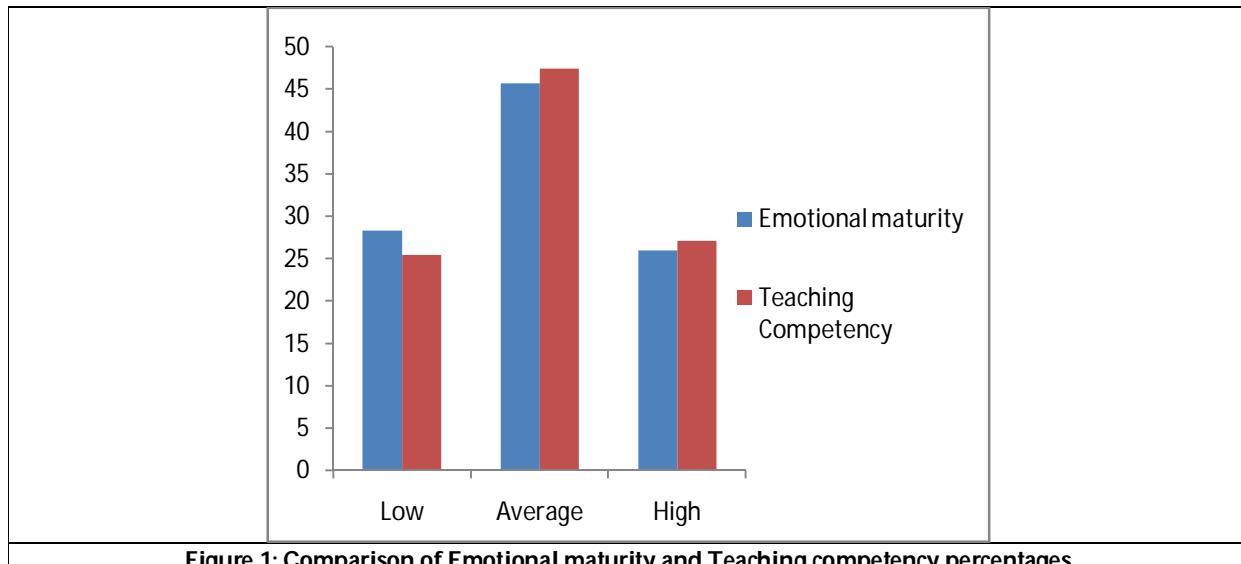
Qualification	Mean Rank	Z value	P value	Result
UG (N = 221)	161.76	3.044	P<0.05*	S
PG (N=129)	198.51			



**Table 7 Relationship between Teaching Competency and Emotional Maturity of Prospective teachers**

Correlations		Overall Emotional Maturity	Overall Teaching Competency
Overall Emotional Maturity	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	350	350
Overall Teaching Competency	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	350	350

**. Correlation is significant at the 0.01 level (2-tailed).

**Figure 1: Comparison of Emotional maturity and Teaching competency percentages**