

## **EMOTIONAL MATURITY AND TEACHER COMPETENCE AMONG PRE-SERVICE TEACHERS**

**Abdunnazr P.T\***

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### **Abstract**

Teachers professionalism is the touchstone of quality every education. Teacher competence is pivotal in empowering education system of every nation as it is key element in teacher's effective performance. Emotional maturity is basic constituent of healthiest personality and it leads to successful life. The study explores the relation between emotional maturity and teacher competence of pre-service teachers. Descriptive-correlation design was used for the study. The sample for the study is 119 pre-service teachers as 51 male and 68 female were selected from taken from four B.Ed colleges of Malappuram District of Kerala. The tool used for assessing emotional maturity is Emotional Maturity Scale developed by Prof. Yeshver Singh & Prof. Mahesh Bhargave (1988) and the teacher competence is assessed by the average marks given by teacher educators, school mentors and University external examiners. Mean, SD, t-test and correlation are used to for data analysis. It showed that

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\* **Department of Education and Training, Maulana Azad National Urdu University, Hyderabad, T S, India**

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there is significant difference in the emotional maturity and teacher competence as male and female student teachers as male pre-service teachers have higher level of emotional maturity and teacher competence than their female counterpart. It is also found that there is no significant difference emotional maturity and teacher competence among pre-service teachers based on stream of subjects. Findings also showed that there is significant and positive correlation between emotional maturity and teacher effectiveness among pre-service teachers. The correlation shows that emotional maturity is an important factor in teacher competence of pre-service teachers.

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## **Introduction**

The competence of teachers is the pivotal driving force of every country which can accelerate the burgeoning development of a society or a nation. The level professionalism of teachers is key determinant of quality of education system. The saying no nation can rise above the level of its teacher community is rightly point out that real asset of a nation is competent teachers who can explicitly and implicitly inspire the mind of students. The teacher competence is not monotype construct but it is a multi-modal concept having substantial intervention in philosophical, socio-psychological, technological and pedagogical dimensions. Psycho-social aspects are highly pertinent in teachers' educational performance as it necessitates systematic studies investigating the challenges and issues of teacher competence and performance. The studies on psycho-social dimensions of pre-service teachers is relevant since they are prospective teachers need to transform their potential skills, aptitude and content knowledge to an effective teaching competence.

## **Emotional Maturity**

Emotional maturity is the prime trait of a healthiest personality that enables to behave in society according to the accepted social norms and values. It is one's ability to control and manage reasonably over the expression of feeling and thoughts. It is a state of self-control and balanced

feeling and thought. Emotional maturity is pivotal in managing one's disturbing feelings and emotions as it helps to cope up with steadiness and endurance of a personality and to be tolerant to any situations enabling to be free from neurotic issues. Emotionally matured person may not necessarily resolve all states and conditions that aroused as disturbing anxiety and other negative emotions but it continuously strives for managing the self in reasonable perspectives and harmoniously striving to gain emotional integration of feeling, thinking and action.

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both Intra-psychically and Intra-personality.<sup>[1]</sup> It is a personality trait which seeks for extreme level of emotional wellbeing within psycho-physical constructs by adopting proper strategies for controlling the emotions rather than letting our emotions to be unreasonable. The emotional maturity is critical in shaping one's personality as it determines how a person is able to respond to outburst situations by controlling emotions and feelings to behave in an adult manner.<sup>[2]</sup>

### **Teacher Competence**

Teacher competence is pivotal drive in accelerating effective educational growth and development of education sector by promoting student learning. The educational quality of a school, society, and nation is highly depended upon its teacher's updated professional competence. The yardstick of teacher competence is mastery over knowledge and skills needed to attain educational goals. Competence is a broad term that consisted of many skills focusing attainment of mastery and linked to all three domains of knowledge, skills and attitude. Competencies are observable and demonstrable as it can be assessed based on its performance appraisals. It is not just skills and knowledge but it consisted of the potential abilities to meet complex needs by drawing on and mobilizing socio-psychosocial interventions in a particular context.<sup>[3]</sup>

Encyclopedia Dictionary of Education describes teaching competence as the state of condition that demonstrates skills, abilities or aptitudes in the satisfactory execution of learning activities.<sup>[4]</sup> Teaching competence comprises effective and sufficient skills, knowledge and experience for teaching purpose which enables teaching task successful. It consisted of implicit and explicit

knowledge, cognitive and practical skills, as well as behavioral dimensions of motivation, value orientations, beliefs, and emotions etc. It empowers the professional performance of teachers in educational context

The possession of knowledge and skills or aptitudes boosts 'teacher competence' by effectively channelizing these knowledge and skills in the classroom leading to effective 'teacher performance'. There are various factors of teacher competence which come under philosophical, socio-psychological, technological and pedagogical factors that may vary from level of teaching.<sup>[5][6]</sup>

### **Review of related Studies**

Ishwa Noor (2017) studied emotional maturity of B.Ed students from Bareilly District of Uttar Pradesh. The study found that there is significant difference in the emotional maturity of B.Ed students based on gender and stream of subject.<sup>[7]</sup> Ratna (2016) conducted a case study on emotional maturity level of B.Ed. student teacher of Kohima district. The study reported significant difference in the emotional maturity of B.Ed students based on gender and marital status and there is no significant difference based on the age of B.Ed students.<sup>[8]</sup> Perumal & Rajaguru (2015) studied emotional maturity of B.Ed students from Virudhunagar and Coimbatore Districts of Tamilnadue. The study revealed that there is no significant difference in emotional maturity of B.Ed students based on gender, type of college, type of family and locale.<sup>[9]</sup> Naik & Sutradhar (2015) studied emotional maturity of B.Ed students in relation to personality. The study showed that there is significant difference in the emotional maturity of B.Ed. students of normal personality and neurotic personality. It also showed that impact of emotional maturity on personality among B.Ed. students.<sup>[10]</sup>

Annadurai & Muthupandi (2018) studied teacher competence among B.Ed students. The result of the study showed that there is no significant difference in teacher competence among B.Ed students based on locality, marital status, type of family, location of the college, type of college and some other variables. It revealed significant difference in teacher competence among B.Ed students based on medium of instruction.<sup>[11]</sup> Rajalakshmi & Shirlin (2017) studied teacher competence of B.Ed students of Kanyakumari district in relation to emotional intelligence. The

result of the study showed that significant difference in teaching competency of B.Ed. students with respect to gender, location and type of management. It is also reported that no significant difference is found in teaching competency of B.Ed. students with respect to family income and religion.<sup>[12]</sup> Kartik, & Ahuja (2016) studied teacher competence of teacher trainees with respect to gender and type of college. The result of the study showed that there is significant difference in the teacher competence of teacher trainees based on the gender and type of their college.<sup>[13]</sup> Patel (2015) revealed that there is no significant difference in the teacher competence of teachers based on stream of subject. <sup>[14]</sup> Seema, Manju Kumari & Rani (2015) showed that there is no significant difference in teacher competence of male and female teachers based on gender.<sup>[15]</sup> Pachaiyappan & Ushalaya Raj (2015) showed that there is no significant difference in teacher competence based on gender. It also depicted that there is no significant difference in the teacher competence based on locale and stream of subjects.<sup>[16]</sup>

### **Rationale for the Study**

The teacher competence is a broad term which is highly dependent upon many socio-psychological and technological factors. The process of teaching necessitates combination of multi-modal skills and competencies. Emotional constructs are pertinent in teaching and learning process as it is a basic constituent of the healthiest personality of teachers. It is necessary to evaluate the emotional maturity of teachers in relation to their teaching competence as it is a need of the hour to find out whether emotional maturity is positively correlated with teaching competence. Emotional maturity is a pivotal factor in the success of every human being as it regulates a smooth and easy life so it should be studied in relation to various variables of teacher performances. Hence, it is relevant to study the emotional maturity of pre-service teachers in relation to their teaching competence.

### **Objectives of the Study**

1. To find out the significant difference in the emotional maturity among male and female pre-service teachers.
2. To find out the significant difference in the emotional maturity among arts and science pre-service teachers.
3. To find out the significant difference in the teacher competence among male and female pre-service teachers.

4. To find out the significant difference in the teacher competence among arts and science pre-service teachers
5. To find out the correlation between emotional maturity and teacher competence among pre-service teachers.

### **Hypotheses of the Study**

1. There will not be significant difference in emotional maturity among male and female pre-service teachers.
2. There will not be the significant difference in emotional maturity among arts and science pre-service teachers.
3. There will not be significant difference in teacher competence among male and female pre-service teachers.
4. There will not be the significant difference in teacher competence among male and female pre-service teachers
5. There will not be significant correlation between emotional maturity and teacher competence among pre-service teachers.

### **Methodology of the study**

The design of the study is a descriptive correlational method. The independent variable under the study is emotional maturity and the depended variable is teacher competence of pre-service teachers and B.Ed students were selected as pre-service teachers. The population of the study consisted B.Ed student of Malappuram District of Kerala. The sample for the study is 119 B.Ed students as 51 male and 68 female was selected from four B.Ed colleges of Malappuram District of Kerala through stratified random sampling. The tool used for data collection is Emotional Maturity Scale developed by Prof. Yeshver Singh & Prof. Mahesh Bhargave (1988). The tool consisted of 48 items from five dimensions i.e. Emotional Unstability, Emotional Regression, Social Maladjustment, Personality Disintegration and Lack of Independence. Test retest reliability of the tool is reported as 0.75 and internal consistency reliability is found to range from .42 -.86 for the dimensions. The Validity of the tool is reported as 0.64. The teacher competence of pre-service teachers is assessed by average score given by teacher

educators, external examiners and school mentors. The statistical techniques used for analyzing the data are mean, Standard Deviation, *t*-test and correlation.

## Analysis and Discussion

**Table-1**

**Comparison of emotional maturity among male and female pre-service teachers**

Group	N	Mean	SD	t value	Level of significance
Male pre-service teachers	51	179.82	11.43	2.34	Significant at 0.05
Female pre-service teachers	68	174.41	13.17		

Table-1 shows that the mean score and standard deviation of emotional maturity of male and female pre-service teachers are 179.82, 11.43 and 174.41, 13.17 respectively. The calculated *t* value is 2.34 which is greater than the table value at .05 level. Hence there exists a significant difference in the emotional maturity among male and female pre-service teachers as the male pre-service teachers have higher level of emotional maturity than their female counterpart. So the null hypothesis which stated that there is no any significant difference in emotional maturity among male and female pre-service teachers is rejected.

**Table-2**

**Comparison of emotional maturity among arts and science pre-service teachers**

Group	N	Mean	S D	t value	Level of significance
Arts pre-service teachers	56	178.12	13.76	1.08	Not Significant
Science pre-service teachers	63	175.51	12.49		

Table-2 shows that the mean score and standard deviation of emotional maturity of arts and science pre-service teachers are 178.12, 13.76 and 175.51, 12.49 respectively. The calculated *t* value is 1.08 which is less than the table value at .05 level. Hence there exists no significant

difference in the emotional maturity among arts and science pre-service teachers. So the null hypothesis which stated that there is no any significant difference in emotional maturity among male and female pre-service teachers is accepted.

**Table-3**

**Comparison of teacher competence among male and female pre-service teachers**

Group	N	Mean	SD	t value	Level of significance
Male pre-service teachers	51	69.96	8.71	2.13	Significant at 0.05
Female pre-service teachers	68	66.36	9.42		

Table-3 shows that the mean score and standard deviation of emotional maturity of male and female pre-service teachers are 69.96, 8.71 and 66.36, 9.42 respectively. The calculated t value is 2.13 which is greater than the table value at .05 level. Hence there exists a significant difference in the teacher competence among male and female pre-service teachers as the male pre-service teachers have higher level of teacher competence than their female counterpart. So the null hypothesis which stated that there is no any significant difference in teacher competence among male and female pre-service teachers is rejected.

**Table-4**

**Comparison of teacher competence among arts and science pre-service teachers**

Group	N	Mean	SD	t value	Level of significance
Arts pre-service teachers	56	68.67	9.51	0.81	Not Significant
Science pre-service teachers	63	67.27	9.20		

Table-4 shows that the mean score and standard deviation of teacher competence of arts and science pre-service teachers are 68.67, 9.51 and 67.27, 9.20 respectively. The calculated t value is 0.81 which is less than the table value at .05 level. Hence there exists no significant difference



in the teacher competence among arts and science pre-service teachers. So the null hypothesis which stated that there is no any significant difference in teacher competence among male and female pre-service teachers is accepted.

**Table- 5**

**Correlation between emotional maturity and teacher competence among pre-service teachers**

Variables	N	r value	level of significance
Emotional Maturity	119	0.54	0.01
Teacher competence			

Table-5 shows that the *r*-value of coefficient of correlation between the variables emotional maturity and teacher competence among pre-service teachers is 0.54. It shows that there is a moderate positive correlation between emotional maturity and teacher competence among pre-service teachers.

**Discussion**

There is significant difference in the emotional maturity among pre-service male and female teachers. The emotional maturity of male pre-service teachers is higher than female pre-service teachers. The finding is consistent with the studies of Ishwa Noor (2017), Ratna (2016) Hameed and Tahira (2010).<sup>[7][8][17]</sup> It also found that there is no significant difference in the emotional maturity among pre-service teachers based on the stream of subjects. There is significant difference in the teacher competence among male and female pre-service teachers. The teacher competence of male pre-service teachers is higher than female pre-service teachers. The finding is consistent with studies of Kartik, and Ahuja, (2016), Bhat (2017) and Rajalakshmi & Shirlin (2017).<sup>[13][18][12]</sup> It also found that there is no significant difference in the teacher competence among arts and science pre-service teachers based on the stream of subjects. The finding is consistent with studies of Bhat (2017).<sup>[18]</sup> The study found that there exist a positive and significant correlation between emotional maturity and teacher competence among pre-service teachers. The study showed that male pre-service teachers have comparatively more emotional maturity than female pre-service teachers. It shows that female teachers have to enhance their emotional maturity level since most of the teachers working in primary and pre-

primary schools are female teachers. It also showed that there is difference in teacher competence among male and female pre-service teachers based on gender while no difference was found based stream of subject. The significant and positive correlation shows that emotional maturity is key component in developing teacher competence among pre-service teachers.

### **Conclusion**

Emotional maturity of teachers is very important in their teacher performance as the teaching is not only a cognitive task but also high level affective interventions. It can be inferred from the study that a teachers having better emotional control over their teaching can have better performance in teaching. The study guides pre-service teachers to strengthen their mental health focusing their emotional maturity since it is highly pivotal in their instructional practices. The study recommends that curriculum framers, policy makers and teacher educators should take proper provisions to enhance the emotional maturity among pre-service teachers as they are prospective teachers and it needs to boost their performance level in teaching practices. The studies on psycho-social dimensions of teacher's involvement can increase the performance level of teachers through enhancement of teacher competence and emotional maturity is an important trait in the dynamics of healthiest personality system and key factor in job performance.

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