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A Study on Relationship Between Emotional Maturity and Teaching Competency of Prospective Teachers

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Abstract

The present study seeks to measure the relationship between emotional maturity and teaching competency of prospective teachers. The Emotional Maturity Scale (EMS) developed and standardised by Dr Yashvir Singh, and Dr Mahesh Bhargava revalidated by the investigator in 2019 and Teaching Competency Scale (TCS) constructed and standardised and validated by the investigator in 2019 for prospective teachers. The investigator has been used to collect the data from the sample of 650 prospective teachers studying in Coimbatore, Nilgiris and Tirupur district of Tamilnadu, India. The findings of the study expose that there is no significant difference in emotional maturity of excepted teachers with regard to gender, there is no significant difference in teaching competency of prospective teachers with respect to gender, there is no significant difference between the mean scores in the emotional wisdom with the type of college and there is no significant difference between the mean scores in the teaching competency with kind of college.

Keywords: Emotional Maturity, Teaching Competency, Prospective Teachers.

Introduction

In the 21st century, the aim of education changes very quickly depending on the demands and these demands directly affect the educational system. Teachers are directly responsible for operating the educational system so that they require stable and efficient educational competencies, especially in teaching. Emotional Maturity defined as an Emotional maturity is the characteristic of passionate behaviour that is generally completed by an adult after the expiry of his youth stage. After reaching emotional maturity, he can prove a healthy- balanced irrational behaviour in his usual-everyday life. A student-teacher may say to be emotionally matured if he has in his possession almost all types of emotions-positive or harmful and is in a position to express them at the appropriate time in a proper degree. In this study, Emotional Maturity includes dimensions such as Emotional Stability, Emotional Progression, Social Adjustment, Personality Integration and Independence. Teaching competencies defined as an incorporated set of Teaching competencies include the gain and Presentation of the composite skills required for student teaching like introducing a lesson, fluency in questioning, probing questions, explaining, the pace of the experience, reinforcement, understanding child psychology, recognising behaviour, classroom management and giving assignments. Competency development must be continuous development in the organisation.

Encyclopaedia Dictionary of Education (Vol.1: 1997) describes teaching competency as the state of having demonstrating skills, abilities or aptitudes in the satisfactory execution of a learning task. Encyclopaedia of teacher training and education (Vol. ii 1998) defines teaching competency as suitable or sufficient skill, knowledge, and experience for teaching the purpose, correctly satisfied. In this study, Subject Competency, Content association and arrangement, Interactive Competency, Instructional Strategies, and Classroom Management.

Need and Importance of the Study

In this universal period, our education should be responding to the needs of the learners. Teacher educators who impart information must have a well-balanced emotional maturity to deal with the ripened Prospective Teachers. This study is the need of the hour, as many prospective teachers have to increase identifiable attitudes and a reasonable Emotional Maturity. Being mentally and emotionally beneficial does not exclude the experiences of life that we can be contained. As humans, we are about confronting emotions and events that are a part of life. The present study would cater to the needs of the student teachers in improving their teaching competencies that were thereby enriching their professional information, interest in a professional, attitude towards children and adaptability. Thus, the emotional facet of a Prospective Teacher needs ample attention to achieve good understanding, ability, and attitudinal objectives. Therefore, it is of prime need to strengthen Emotional Maturity and Teaching Competency coping capacities among Prospective Teachers, who during the pre-service curriculum and as well after becoming teachers can become efficacious. In the present study is the need and importance of the day to enable the teachers to make informed decisions about the direction of their adept learning as they hope to a higher level of performance, skilfulness, classify awareness and performance needed to assist practising teachers move along their chosen career path, raise the condition of education and thereby would ensure the improvement of quality teaching. Current research is an attachment exists in the study for fieldwork.

Objectives of the Study

- To find out whether there is a significant difference in emotional maturity and teaching competency of prospective teachers about gender.
- To find out whether there is a significant difference between the mean scores in the emotional maturity and teaching competency with the type of college.

Hypotheses of the Study

- There is no significant difference in the emotional maturity of prospective teachers about gender.
- There is no significant difference in teaching competency of prospective teachers about gender.
- There is no significant difference between the mean scores in the emotional maturity with the type of college.
- There is no significant difference between the mean scores in the teaching competency with the type of college.

Method of Study

The normative survey method was approved in this study. The Emotional Maturity Scale (EMS) developed and standardised by Dr Yashvir Singh, and Dr Mahesh Bhargava revalidated by the investigator in 2019 and Teaching Competency Scale (TCS) constructed and standardised and validated by the investigator in 2019 for prospective teachers. The investigator has been used to collect the data from the sample of 650 prospective teachers studying in Coimbatore, Nilgiris and Tirupur district of Tamilnadu, India. In which 30 D.T.Ed colleges are combined in this study. The laminated random sampling technique was used in the administration of the research tools. For the data analysis purpose, the Differential Analysis and One Way-ANOVA are used.

Hypothesis-1

There is no significant difference in the emotional maturity of prospective teachers about gender

Table 1 Showing the Means, sd, ‘t’ Value and Level of Significance of 200 Male and 450 Female Students on Emotional Maturity

Variable	Male		Female		‘t’ Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Emotional Maturity	152.88	24.35	151.94	29.02	0.67	NS**

S*- Significant; N.S**- Not Significant

Interpretation: Table –1 show that the mean scores of prospective male teachers for emotional maturity are 152.88 ± 24.35 , and prospective female teachers are 151.94 ± 29.02 . The calculated t-value is 0.67, which is insignificant at 0.05 level of significance. It indicates that there is a negligible difference in the emotional maturity of prospective

teachers about gender. Thus, our hypothesis that “There is no significant difference in the emotional maturity of prospective teachers about gender” is accepted at 0.05 level of significance.

Hypothesis-2: There is no significant difference in teaching competency of prospective teachers about gender

Table 2 Showing the Means, sd, ‘t’ Value and Level of Significance of 200 Male and 450 Female Students on Teaching Competency

Variable	Male		Female		‘t’ Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Teaching Competency	104.42	18.55	103.74	22.69	0.68	NS**

S*- Significant; N.S**- Not Significant

Interpretation: Table –2 show that the mean scores of prospective male teachers for teaching competency are 104.42 ± 18.55 , and prospective female teachers are 103.74 ± 22.69 . The calculated t-value is 0.68, which is no significant at 0.05 level of significance. It expresses that there is no significant difference in teaching competency of prospective

teachers about gender. Thus, our hypothesis that “There is no significant difference in teaching competency of prospective teachers about gender” is accepted at 0.05 level of significance.

Hypothesis-3: There is no significant difference between the mean scores in the emotional maturity with the type of college

Table 3 Showing the Mean Square, a Sum of Squares, df and Level of Significant Difference in Emotional Maturity on the Kind of the College

Dimensions	Source	Sum of Squares	df	Mean Square	F	Remark
Emotional Maturity	Between Groups	1035.142	2	517.571	0.676	NS
	Within Groups	495065.844	647	765.171		
	Total	496100.986	649			

S*- Significant; N.S**- Not Significant

Interpretation: Table –3 show that the obtained value of F of Emotional Maturity (0.676), less than the table value (3.15) for 2. There is no significant difference between the mean scores in the emotional maturity with the type of college. Hence the null hypothesis that “There is no significant difference

between the mean scores in the emotional maturity with a type of college is accepted.”

Hypothesis-4: There is no significant difference between the mean scores in the teaching competency with the type of college

Table 4 Showing the Mean Square, a sum of Squares, df and Level of Significant Difference in Teaching Competency about Kind of the College

Dimensions	Source	Sum of Squares	df	Mean Square	F	Remark
Teaching Competency	Between Groups	848.201	2	424.101	0.919	NS
	Within Groups	298719.954	647	461.700		
	Total	299568	649			

S*- Significant; N.S- Not Significant**

Interpretation: Table –4 show that the obtained value of F of Teaching Competency (0.919), less than the table value (3.15) for 2. There is no significant difference between the mean scores in the teaching competency with the type of college. Hence the null hypothesis that “There is no significant difference between the mean scores in the teaching competency with a type of college is accepted.”

Findings

- There is no significant difference in the emotional maturity of prospective teachers about gender.
- There is no significant difference in teaching competency of prospective teachers about gender.
- There is no significant difference between the mean scores in the emotional maturity with the type of college.
- There is no significant difference between the mean scores in the teaching competency with the type of college

Conclusion

From this study, the investigator concluded and identified that emotional maturity and teaching competency of the prospective teachers. This study is an attempt to surface approach for many other

research problems. This study concludes that the awkward judgment about individual move violently to learn and the process of reaching the goals in life by high teaching competency may enable the prospective teachers to practice a reasonable emotional maturity and become a successful and professional teacher.

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