

A Study of Emotional Maturity, and Teaching Competency among Prospective Teachers

OPEN ACCESS

Volume: 7

Issue: 2

Month: October

Year: 2019

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Received: 04.06.2019

Accepted: 28.09.2019

Published: 01.10.2019

Citation:

Srinivasan, R., and N. Pugalenthi. "A Study of Emotional Maturity, and Teaching Competency among Prospective Teachers." *Shanlax International Journal of Arts, Science and Humanities*, vol. 7, no. 2, 2019, pp. 47–50.

DOI:

<https://doi.org/10.34293/sijash.v7i2.545>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

R. Srinivasan

Ph.D. Research Scholar, Dravidian University, Kuppam, Andhra Pradesh, India

N. Pugalenthi

Assistant Professor (Rtd),

Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore, India

Abstract

The present study seeks to measure a study of emotional maturity and teaching competency among prospective teachers. The Emotional Maturity Scale (EMS) developed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava revalidated by the investigator in 2019 and Teaching Competency Scale (TCS) constructed and standardized 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 revealed that there is no significant difference in the emotional maturity of prospective teachers about gender, there is no significant difference in the 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, and there is no significant difference between the mean scores in the teaching competency with the type of college levels.

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 and efficient educational competencies, especially in teaching. Emotional Maturity defined as an Emotional maturity is the characteristic of passionate behavior that is generally attained. Attaining emotional maturity, he can prove a healthy- balanced moving behavior in his usual-everyday life. A student teacher may say to be emotional mature if he has in his possession almost all types of emotions-positive is in a position to express them at the appropriate time in appropriate 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 the pace of the lesson, reinforcement, understanding child psychology, recognizing behavior, classroom management and giving assignments. Competency development must a continuous process in the organization. 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. 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 control. 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 enriching their professional information, interest in a professional, attitude towards children and adaptability. Hence, the emotional facet of a Prospective Teacher needs attention to achieve understanding, ability, and attitudinal objectives. Thus, 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. 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 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 adopted in this study. The Emotional Maturity Scale (EMS) developed and standardized by Dr. Yashvir Singh and Dr. Mahesh Bhargava revalidated by the investigator in 2019 and Teaching Competency Scale (TCS) constructed and standardized 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 was included in this study. The stratified 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 Prospective Teachers 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 is 151.94 ± 29.02 . The calculated t-value is 0.67, which are no significant at 0.05 level of significance. It indicates that there is no significant

difference in emotional maturity of prospective teachers about gender. Thus, our hypothesis that “There is no significant difference in 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 Prospective Teachers 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 is 103.74 ± 22.69 . The calculated t-value is 0.68, which are no significant at 0.05 level of significance. It indicates 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, Sum of Squares, df and Level of Significant Difference in Emotional Maturity about the Type 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 the 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, sum of squares, df and level of significant difference in teaching competency about the type 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 the 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 the 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.

References

- Best John. W. and James V. Kahn. *Research in Education*, Prentice Hall of India, New Delhi, 2007.
- Biranchi Narayan Dash. *Teacher and Education in the Emerging Indian Society*, Neelkamal Publications (P) Ltd, Hyderabad, 2007.
- Dyal, A. and Sewell, S. "Effective Strategies to Develop beginning Teachers for 21st Century Schools." *Catalyst for Change*, vol. 31, 2002, pp. 5-8.
- Franz Alexander, M.D. "Emotional Maturity." The Hogg Foundation for Mental Health, 1967.

Author Details

R. Srinivasan, Ph.D. Research Scholar, Dravidian University, Kuppam, Andhra Pradesh, India,
Email ID: sriniveena123@gmail.com.

Dr. N. Pugalenthi, Assistant Professor (Rtd), Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore, Tamil Nadu, India, **Email ID:** drpugalendhi@gmail.com.