CHAPTER - V
FINDINGS, INTERPRETATIONS, RECOMMENDATIONS
AND SUGGESTIONS

5.1 OVERVIEW

This chapter forms the summary of the present research. It consists of twelve sections. The first and second sections give an overview and introduction. The third section deals with significance of the study. The fourth and fifth sections give the objectives and hypotheses of the study, design of the study. The sixth and seventh sections clearly give the population, sample of the study. The eighth and ninth sections give the tools used for the present study and findings and interpretations. The tenth section summarises the recommendations. The eleventh section deals with suggestions for further research. The twelfth section gives the conclusion.

5.2 INTRODUCTION

Indian teacher education system has been strengthened a lot during the past couple of years. The NCTE Regulation 2007 were revisited and modified by the NCTE and notified in 2009. The efforts made by the NCTE are indeed appreciable. Teacher Education has been struggling to strengthen its identity. Quality teachers can be developed through skilled and competent Teacher Education professionals who have passion for profession. There should be no compromise with the standards and norms. The term skill has become a misnomer, particularly, in education. All the skills, such as, life skills, techno-pedagogic skills, techno-savvy skills, info-savvy skills, emotional skills, human development skills, spiritual skills need to be integrated in teacher education. Helaiya (2009) has stated that the life skills can be developed in the pre-service teachers and integrated in the teacher education programmes. The present century teachers ought to be highly skilled in management of stress and emotions. The living competencies and techno-pedagogic competencies...
have not been found to be the significant predictors of teacher education proficiency in India. The intervention program by Dutta (2009) was an attempt to provide PSS Teachers with varied exposure and experience which helped them to enhance various emotional skills and so Emotional Maturity. The various skills need to be properly integrated in teacher education. Teacher education is starving and striving for competent & proficient teacher educators thus the emotional facet of a student teacher needs adequate attention to achieve worthwhile knowledge, skills and attitudinal objectives. Today it is of prime need to develop Emotional Maturity, Self-esteem, capacities and effective teaching skills among PSS Teachers, who during the pre-service programme and as well after becoming teachers can become more effective and an enhancing teacher in future to strive for quality education.

5.3 SIGNIFICANCE OF THE STUDY

Today, the various nations across the globe are networked more closely than ever before. This has had a deep and profound effect upon the functioning of higher education sector and has literally transformed the way we look at all aspects of quality in higher education, particularly teacher education. Through suitable interventions like institutional structures for quality we need to enhance awareness about creating a quality education system. In this age of competition, quality has to be managed strategically. The demand for qualified and quality teachers has been continuously on the increase the world over. It is a pertinent expectation that the teacher education programmes reveal/exhibit vibrancy adequate for responding to the emerging paradigms of school education and the teacher roles thereof. Teacher education is important as efficient teachers can shape an efficient future society. Teachers can greatly influence young minds and hence it’s important that competent teachers are recruited for the gullible and vulnerable young minds. This is only possible only if
there is efficient teacher training curriculum with an efficient regulatory body. NCTE is doing a good job but a lot has to be done to improve the status and quality of teachers in India. Likewise education for promoting emotions needs to be recognized as an essential element of the educational process in the classroom and therefore, developing Emotional Maturity becomes a prime concern of colleges of education and curriculum of B.Ed course. (Patil, A.B, 2006). Emotional Maturity gives a new approach to PSS Teachers, who in future become teachers. This approach embraces the learner and the learning in a more complete way than traditional schooling. PSS Teachers have to perform multi-roles in their professional life. Thus more emphasis on perfection leads to self-esteem events in their academics. So the teacher education should be in the direction of results rather than being fussy about perfection. In decreasing the Self-Esteem in the minds of the PSS Teachers parents, teachers, peers and all others can play an effective role. In this condition, PSS Teachers have to be trained in coping with Self-Esteem and developing a well balanced personality.

Each students needs to focus on achieving worthwhile learning rather than worrying to be distracted by an ineffective case, school environment. Thus the emotional facet of a learner needs adequate attention to achieve worthwhile knowledge, skills and attitudinal objectives. Thus it is of prime need to develop Emotional Maturity and Self-Esteem coping capacities among PSS Teachers, who during the pre-service programme and as well after becoming teachers can become effective.

5.3.1 PROBLEM

Problem Stated

As the investigator is working in a College of Education, was interested to find out the Emotional Maturity, Self-Esteem of the PSS Teachers and to guide them to improve their Teaching Competency.
“To what extent there is relationship among Emotional Maturity, Self-Esteem and Teaching Competency of the PSS Teachers?”

5.4 OBJECTIVES OF THE STUDY

1. To find the level of Emotional Maturity of the PSS Teachers with regard to selected background variables.
2. To find the level of Self - Esteem of the PSS Teachers with regard to selected background variables.
3. To find the level of Teaching Competency of the PSS Teachers with regard to selected background variables.
4. To find out the significant difference, if any, in Emotional Maturity with regard to selected background variables.
5. To find out the significant difference, if any, in Self-Esteem with regard to selected background variables.
6. To find out the significant difference, if any, in Teaching Competency with regard to selected background variables.
7. To find out the correlation between the components of Emotional Maturity of PSS Teachers with regard to selected background variables.
8. To find out the correlation between the components of Self-Esteem of PSS Teachers with regard to selected background variables.
9. To find out the correlation between the components of Teaching Competency of PSS Teachers with regard to selected background variables.
10. To find out the relationship between Emotional Maturity and Self-Esteem of PSS Teachers.
11. To find out the relationship between Emotional Maturity and Teaching Competency of PSS Teachers.
12. To find out the relationship between Self-Esteem and Teaching Competency of PSS Teachers.

To find out the significant difference, if any, in Emotional Maturity, Self-Esteem and Teaching Competency of PSS Teachers.

The background variables are Gender (Male / Female), Optional Subject (Arts / Science), Location of College (Rural/Urban), Marital Status (Married / Un-married), Nature of Accommodation (Day-Scholar / Hosteller), Family Status (Nuclear / Joint), Fathers’ Education (School / College), Mothers’ Education (School/College), Fathers’ Occupation (Employed / Un-employed), Mothers’ Occupation (Employed / Un-employed), Type of College (Aided / Unaided)

5.4.1 HYPOTHESES – DIFFERENTIAL ANALYSIS

Significance of Difference in Emotional Maturity

There is no significant difference in Emotional Maturity of PSS Teachers with regard to Gender/ Optional Subject/ Location of College/ Marital Status /Nature of Accommodation/ Family Status/ Fathers’ Education/ to Mothers’ Education/Fathers’ Occupation/ Mothers’ Occupation and Type of College.

Significance of Difference in Self-Esteem

There is no significant difference in Self-Esteem of PSS Teachers with regard to Gender/ Optional Subject/ Location of College/ Marital Status /Nature of Accommodation/ Family Status / Fathers’ Education / to Mothers’ Education / Fathers’ Occupation / Mothers’ Occupation and Type of College.

Significance of Difference in Teaching Competency

There is no significant difference in Teaching Competency of PSS Teachers with regard to Gender/ Optional Subject/ Location of College/ Marital Status /Nature
of Accommodation/ Family Status/ Fathers’ Education/ to Mothers’ Education/Fathers’ Occupation/ Mothers’ Occupation and Type of College.

5.4.2 HYPOTHESES - ASSOCIATION ANALYSIS.

1. There is no significant association between Parent Income of the prospective PSS Teachers and Emotional Maturity with its dimensions.
2. There is no significant association between Parent Income of the prospective PSS Teachers and Self-Esteem with its dimensions.
3. There is no significant association between Parent Income of the prospective PSS Teachers and Teaching Competency with its dimensions.

5.4.3 HYPOTHESES - RELATIONAL ANALYSIS

There is no significant inter-correlation between the dimensions of Emotional Maturity and Emotional Maturity in total, dimensions of Self Esteem and Self Esteem in total and dimensions of Teaching Competency and Teaching Competency in total.

5.4.4 HYPOTHESES - ANALYSIS OF VARIANCE (ANOVA)

1. There is no significant mean difference between the mean scores in the dimensions of Emotional Maturity with regard to the Religion/ Nature of the Colleges/ Community / Birth Order / Parents Income/ Districts of the PSS Teachers.
2. There is no significant mean difference between the mean scores in the dimensions of Self- Esteem with regard to the Religion/ Nature of the Colleges/ Community / Birth Order / Parents Income/ Districts of the PSS Teachers.
3. There is no significant mean difference between the mean scores in the dimensions of teaching competency with regard to the Religion/ Nature of the Colleges/ Community / Birth Order / Parents Income/ Districts of the PSS Teachers.
5.5 DESIGN OF THE STUDY

Research design is a plan, a structure and strategy of investigation conceived to obtain answers to various issues in research. The object of research design is to test the research hypothesis. The research design, therefore, is built in the principle of maximization of the results of the study, control of extraneous factors and minimization of variance. The present investigation aims to study the relationship among Emotional Maturity, Self-Esteem and Teaching Competency of PSS Teachers.

5.6 POPULATION

The aim of the investigation is to make an explorative study on the Relationship among Emotional Maturity, Self-Esteem and Teaching Competency of the PSS Teachers, Tirunelveli, Tuticorin and Kanyakumari districts. The population consists of all PSS Teachers in these three Districts.

5.7 SAMPLE OF THE STUDY

The investigator followed Stratified Random Sampling Method. The present study consists of 998 samples from Tirunelveli, Tuticorin and Kanyakumari districts. The sum forms a representative of the total population. Due proportionate weight age was given to Gender, Family Status, Marital Status, Locality of College, Locality of Residence, Nature of Accommodation, Fathers’ Occupation, Mothers’ Occupation, Fathers’ Education, and Mothers’ Education, Type of College.

5.8 TOOLS USED FOR THE PRESENT STUDY

In the present study the investigator has intended to find out the relationship among Emotional Maturity, Self-Esteem and Teaching Competency of PSS Teachers and the investigator has used questionnaires. Questionnaires administered personally to groups of individuals have a number of advantages. For the present study, the investigator and the guide have developed and validated 3 types of tools as follows,
1. Jeya S.K & Denisia S.P Emotional Maturity Scale (JDEMS)
2. Jeya S.K & Denisia S.P Self-Esteem Scale (JDSES)
3. Jeya S.K & Denisia S.P Teaching Competency Scale (JDTCS)

5.9 FINDINGS AND INTERPRETATIONS

5.9.1 Part I Descriptive Analysis

1. Emotional Maturity

1. 18.6% of Male PSS Teachers high level in Personal Maturity. 18.8% Female PSS Teachers have high level in Decision making and in total 16.4% Female PSS Teachers have high level of Emotional Maturity.

   The findings of the study is similar to the study conducted by Arya (1984) urban boys and girls on continuity, tradition and security and role motivation, based on age, residence did not link with emotional maturity.

2. 22.1% of Arts group PSS Teachers has high level in Personal Maturity and in total 17.8% Arts Group PSS Teachers have high level of Emotional Maturity.

3. 18.8% of Rural College PSS Teachers have high level in Personal Maturity and in total 17.3% Rural PSS Teachers have high level of Emotional Maturity.

4. 18.8% of Married PSS Teachers have high level in Responsibility and in Decision making 18.8% and in total 15.9% Married PSS Teachers have high level of Emotional Maturity.

5. 19.8% of Day-scholar PSS Teachers has high level in Decision making and in total 16.6% Day-scholar PSS Teachers has high level of Emotional Maturity.

6. 19.6% of Nuclear family PSS Teachers have high level in Personal Maturity and in total 15.9% Nuclear family PSS Teachers have high level of Emotional Maturity.
7. 20.1% of PSS Teachers whose Fathers’ Education is at college level have high level in Decision Making and in total 16.2% PSS Teachers whose Father’s Education is at college level have high level of Emotional Maturity.

8. 19.5% of PSS Teachers whose Mothers’ Education is at school level have high level in Personal Maturity and in Decision making and in total 17.6% PSS Teachers whose Mothers’ Education is at college level have high level of Emotional Maturity.

9. 19.0% of PSS Teachers whose Fathers are Employed have high level in Personal Maturity and in total 16.8% PSS Teachers whose Fathers are Un-employed have high level of Emotional Maturity.

10. 19.0% of PSS Teachers whose mothers are Employed have high level in Mental health dimension and in total 17.3% PSS Teachers whose Mothers are Employed have high level of Emotional Maturity.

11. 19.3% of PSS Teachers who are studying in Un-aided colleges have high level in Personal Maturity and in total 15.6% the PSS Teachers who are studying in Aided colleges have high level of Emotional Maturity.

The findings of the study is similar to the study conducted by Manjeet kumar (2013) emotional maturity students of government and private schools students, no significant difference in the emotional maturity level of boys and girls of senior secondary school of Chandigarh.

2. Self-Esteem

1. 24.3% of Male PSS Teachers have high level in Self-Confidence and in total 15.3% Male PSS Teachers have high level of Self-Esteem.

2. 23.2% of Arts group PSS Teachers has high level in Self-Confidence and in total 16.1% Arts group PSS Teachers have high level of Self-Esteem.
3. 224.0 % of Rural College PSS Teachers have high level in Self-Confidence and in total 16.2 % Urban PSS Teachers have high level of Self-Esteem.
4. 21.5 % Un Married PSS Teachers have high level in Self-Confidence and in total 16.3 % Un-married PSS Teachers have high level of Self-Esteem.
5. 23.1% Day-scholar PSS Teachers have high level in Self-Confidence and in total 15.3% Day-scholar PSS Teachers has high level of Self-Esteem.
6. 24.0 % Nuclear family PSS Teachers have high level in Self-Confidence and in total 16.3 % Joint family PSS Teachers have high level of Self-Esteem.
7. 23.0 % of PSS Teachers whose Fathers’ Education is at School level have high level in Self-Confidence and in total 18.1 % PSS Teachers whose Fathers’ Education is at college level have high level of Self -Esteem.
8. 23.0 % of PSS Teachers whose Mothers Education is at School level have high level in Self-Confidence and in total 21.6 % PSS Teachers whose Mothers Education is at College level have high level of Self - Esteem.
9. 22.8 % of PSS Teachers whose fathers are Un-employed have high level in Self-Confidence and in total 15.9 PSS Teachers whose fathers are employed have high level of Self - Esteem.
10. 24.1 % of PSS Teachers whose mothers are employed have high level in Self-Respect and in total 16.7% PSS Teachers whose mothers are employed have high level of Self – Esteem.
11. 22.3 % of Prospective Secondary, School Teachers who are studying in unaided colleges have high level in Self- Confidence and in total 15.5% PSS Teachers who are studying in Aided colleges have high level of Self-Confidence.
3. Teaching Competency

1. 31.6% of Male PSS Teachers have high level in classroom management and in total 23.7% Male PSS Teachers have high level of Teaching Competency. In Content Organization and Presentation Male and Female do not have high level of Teaching Competency and Female in Classroom Management does not have high level of Teaching Competency.

2. 29.8% of Arts group PSS Teachers has high level in Instructional Strategy and in total 21.6% Arts group PSS Teachers have high level of Teaching Competency. Arts group and Science group PSS Teachers do not have high level in Content Organization and Presentation Arts group PSS Teachers do not have in Classroom Management.

3. 24.0% of Rural College PSS Teachers have high level in Subject- Competency and in total 20.4% Rural PSS Teachers have high level of Teaching Competency. In Content Organization and Presentation and Classroom Management Rural and Urban PSS Teachers do not have high level of Teaching Competency.

4. 24.7% Married PSS Teachers have high level in Instructional Strategy and in total 20.2% Un-married PSS Teachers have high level of Teaching Competency. In Content Organization and Presentation and Classroom Management dimensions the PSS Teachers Married and Un-married PSS Teachers do not have high level of Prospective Secondary School Teachers.

5. 31.8% Hostel PSS Teachers have high level in Classroom management and in total 20.0% Hostel PSS Teachers have high level of Teaching Competency. In Content Organization and Presentation and Classroom Management dimensions
the Day-scholar and Hosteller PSS Teachers do not have high level. And Day-scholars PSS Teachers do not have high level in Classroom Management.

6. 30.2% Joint family Prospective Secondary, School Teachers have high level in Classroom management and in total 22.4% Joint family PSS Teachers have high level of Teaching Competency. Nuclear family and Joint family PSS Teachers do not have high level in Content Organization and Presentation Nuclear family PSS Teachers do not have high level in classroom management.

7. 25.5% of PSS Teachers whose Fathers’ Education is at College level have high level in Instructional Strategy and in total 19.4% PSS Teachers whose Fathers’ Education is at School Level have high level of Teaching Competency. The Fathers’ Education is at School level as well as college level do not have high level in the dimensions of Content Organization and Presentation and in Classroom Management.

8. 27.2% of PSS Teachers whose Mothers’ Education is at College level have high level in Instructional Strategy and in total 22.4% PSS Teachers whose Mothers’ Education is at College level have high level of Teaching Competency. The PSS Teachers whose Mothers’ Education is at School level as well as College level do not have high level in the dimensions of Content Organization and Presentation and in Classroom Management.

9. 27.0% of PSS Teachers whose Fathers are Un-employed have high level in Instructional Strategy and in total 22.3% PSS Teachers whose Fathers are Un-employed have high level of Teaching Competency. The PSS Teachers whose Fathers are Employed as well as Un-employed do not have high level in the dimensions of Content Organization and Presentation and Classroom Management.
10. 24.0% of PSS Teachers whose Mothers are Un-employed have high level in Instructional Strategy and in total 20.2% PSS Teachers whose Mothers are Un-employed have high level of Teaching Competency. The PSS Teachers whose Mothers are Employed as well as Un-employed do not have high level in the dimensions of Content Organization and Presentation and Classroom Management.

11. 27.6% of PSS Teachers whose are studying in Unaided colleges have high level in Instructional Strategy and in total 15.5% the PSS Teachers whose are studying in Aided colleges have high level of Teaching Competency.

This findings of the study is similar to the study conducted by Shakunthla (2001) as there was a significant difference in Teaching Competency of Teachers working in government and private secondary schools.

5.9.2 Part II Differential Analysis

1. Emotional Maturity and its dimensions

1. There is no significant difference between Male and Female PSS Teachers in the Emotional Maturity and its dimensions (Personal Maturity, Social Maturity, Responsibility, Mental Health and Decision making).

While comparing the means scores of the Male PSS Teachers and female PSS Teachers, the Male PSS Teachers are better than the Female % PSS Teachers in Personal Maturity (34.0508). It may be due to the fact that the Male % PSS Teachers involve in all spheres of activities inside as well as outside the college and they gain variety of experiences. Male% PSS Teachers try harder and display greater Self-Esteem whenever chances are provided to them.

2. There is no significant difference between the Arts and Science group PSS Teachers in their Emotional Maturity in total and its dimensions (Personal Maturity,
Social maturity, Responsibility, Mental Health and Decision making).

While comparing the means scores of the Arts group and Science group PSS Teachers the Arts group PSS Teachers are better than the Science group PSS Teachers in Personal Maturity (34.0383) and Decision making (21.0246).

It may be due to the systematic work done by them individually and by tackling the problems in an analytical manner. Besides the Arts group PSS Teachers are more socially interacting freely and make decisions well, as they are well acquainted with everyone. The mean scores of the Science group PSS Teachers are greater than the Arts group PSS Teachers in Responsibility (25.1994) and this may be due to involvement of the Science group PSS Teachers with concentration in all the activities carried out in the College.

3. There is no significant difference between Rural and Urban (location of the College) PSS Teachers in their Emotional Maturity and its dimensions such as Personal Maturity, Social Maturity, Responsibility and Mental health and Decision making. While comparing the mean scores it is found that the PSS Teachers learning in Rural Colleges (Location of the College) are better in the dimension Decision making (21.12) and in Mental Health (23.48) than the Urban (Location of the College). This may be due to the fact that the Rural college PSS Teachers are very skilful in making decisions, firm in whatever they do and they have a great deal of control over their own motivation. Besides, their engagement and investment in classroom activities is more, as they empower their self-perceptions relating to self and with proper Mental Health.

4. There is no significant difference between Married and Un-married PSS Teachers in their Emotional Maturity and its dimensions such as Personal Maturity, Social Maturity, Responsibility and Mental health except in Decision making.
While comparing the mean scores of the Married and Un-married who are studying in Aided colleges have high level of Teaching competency the Married who are studying in Aided colleges have high level of Teaching competency are better in their Decision making (21.0251). It may be due to the fact that the Married PSS Teachers make better decisions because they may be good at thinking on many levels and apply what they know. Due to their secured life and by selecting wisely, they identify the various possible outcomes and make good decisions.

5. There is no significant difference between Day-scholar and Hosteller PSS Teachers in their Emotional Maturity and its dimensions such as Social Maturity, Responsibility and Mental health and Decision making except in Personal Maturity.

While comparing the mean scores of Day-scholar and Day-scholar PSS Teachers the hosteller PSS Teachers are better in their Personal Maturity (34.0459) than the Day-scholar Prospective Secondary School Teachers. This may be due to the fact that the Hostel PSS Teachers think, decide and act for themselves in the hosteller. In the hostel they are treated as matured persons and they make every decision for themselves as well as they readily face the consequences. This principle might have fostered character and must have made them personally more matured.

6. There is no significant difference between Nuclear and Joint family PSS Teachers in their Emotional Maturity and its dimensions such as Personal Maturity, Social Maturity, Responsibility and Mental health and Decision making. The PSS Teachers in the Nuclear and Joint family are same in their dimensions of Emotional Maturity and in total, which may be due to the decrease in the number of persons in both type of Family Status.

7. There is no significant difference between Aided and Unaided PSS Teachers in their Emotional Maturity and its dimensions such as Personal Maturity, Social
Maturity, and Mental health.

While comparing the mean scores of the Aided and Unaided College Prospective Secondary School Teachers, the Aided College PSS Teachers are better than the Unaided College PSS Teachers in the dimension Responsibility (25.2054).

This may be due to the fact that the Aided Colleges would have created a structure with roles and responsibilities that would have lead to optimal engagement, learning and confidence for all % Prospective Secondary School Teachers. The mean scores of the Un Aided College PSS Teachers are better than the aided college PSS Teachers in the dimension Decision making (21.0368) which may be due to the fact that the Unaided College provides opportunities to practice Decision – making by assigning learning tasks by making them an explicit component of task instructions. On the whole the Aided College PSS Teachers are better the Emotional Maturity than the Unaided PSS Teachers.

The findings of the study is similar to the study conducted by Gakhar S.C (2003) emotional maturity students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale.

2. Self-Esteem and its dimensions

1. There is no significant difference between Male and Female PSS Teachers in their Self-Esteem and its dimensions (Self-Respect, Social Interaction, Self –Dependence, Self –Satisfaction and Self-Confidence).

While comparing the male and Female PSS Teachers, the mean scores of the Male PSS Teachers are better than the Female PSS Teachers in the dimensions Social Interaction (38.1582) and Self-Dependence (21.0847) which may be due to the fact that the Male PSS Teachers are more assertive and this would have involved
communication among people acting and reacting to one another, either face-to-face or via computer.

They may assume responsibility, by making proactive Decision making and decide on an action plan quickly and execute it immediately. And on the whole Male PSS Teachers are more than the female PSS Teachers in their Self-Esteem dimensions and in total. (142.3842).

2. There is no significant difference between the Arts and Science group PSS Teachers in their Self-Esteem and its dimensions (Social Interaction, Self – Dependence, Self –Satisfaction and Self-Confidence).

While comparing the mean scores of the Science group and Arts group Prospective Secondary School Teachers, the Science group PSS Teachers are more than the Arts college PSS Teachers in the dimension Self - Respect (41.2943) which may be due to the fact that the Science group PSS Teachers might have involved in more manipulative skill development and must have applied inductive, deductive, critical, and creative reasoning skills which must have made them to understand their worthiness, evaluate their expertise and adjust themselves accordingly with their self –Respect.

3. There is no significant difference between Rural and Urban (Location of College) PSS Teachers in their Self- Esteem and its dimensions (Self-Respect, Social Interaction, Self-Dependence, Self –Satisfaction and Self-Confidence).

While comparing the mean scores of the Rural and Urban Prospective Secondary School Teachers, the Rural PSS Teachers are more than the Urban PSS Teachers in the dimension Social Interaction (38.0979) which may be due to the fact that the Rural PSS Teachers have the ability to communicate directly with faculty, staff, administrators which are an additional benefit of a small Rural campus. Campus
based activities are an enormous part of life on small Rural college campuses and PSS Teachers may be engaged inside and outside activities of the classroom. And on the whole Rural PSS Teachers are more than the Urban PSS Teachers in their Self-Esteem dimensions and in total (141.9923).

4. There is no significant difference between Married and Un-married PSS Teachers in their in their Self-Esteem and its dimensions (Self-Respect, Social-Interaction, Self-Dependence, Self –Satisfaction and Self-Confidence).

While comparing the mean scores of the Married and Un-married PSS Teachers, Un-married PSS Teachers are more than the Married PSS Teachers in the dimension Self–Respect 41.2411 which may be due to the fact that the Un-married PSS Teachers play a role in the majority of people involving in romantic relationship in the society and face by shouldering more responsibility as unique challenges.

And on the whole Un-married PSS Teachers are more than the Married PSS Teachers in their Self-Esteem dimensions and in total (141.5217).

5. There is no significant difference between Day-scholar and Hosteller PSS Teachers in their in their in their Self-Esteem and its dimensions (Self-Respect, Social Interaction, Self-Dependence, Self –Satisfaction and Self-Confidence).

6. There is no significant difference between Nuclear and Joint family PSS Teachers in their in their Self-Esteem and its dimensions (Self-Respect, Social Interaction, Self-Dependence, Self –Satisfaction and Self-Confidence).

While comparing the mean scores of the Nuclear and Joint family PSS Teachers Nuclear family PSS Teachers are more than the Joint family PSS Teachers in the dimension Social-Interaction (38.0345) which may be due to the fact that the Nuclear Family PSS Teachers might have been taught to seek out positive relationships and interact well with others to solve problems, delegate household responsibilities and
support one another through positive and negative issues. Many Nuclear Families PSS Teachers have enough economic stability to enjoy life with luxuries and opportunities and they are more likely to do better academically and socially, as well as develop confidence and time management skills.

And on the whole Nuclear family PSS Teachers are more than the Joint family PSS Teachers in their Self-Esteem dimensions and in total (141.8066).

7. There is no significant difference between Aided and Unaided College PSS Teachers in their in their Self-Esteem and its dimensions (Self-Respect, Social-Interaction, Self-Dependence, Self-Satisfaction and Self-Confidence).

While comparing the mean scores of the Aided and Unaided college PSS Teachers, the Unaided college PSS Teachers are more than the Aided PSS Teachers in the dimension Social-Interaction (38.2055) which may be due to the fact that the Unaided PSS Teachers might have been using emerging digital technologies emphasizing and Social Interaction by supporting PSS Teachers in understanding, leading, collaboratively critiquing, and improving classroom interaction in different contexts.

And on the whole the Unaided PSS Teachers are more than the Aided PSS Teachers in their Self-Esteem dimensions and in total (142.1442).

3. Teaching Competency and its dimensions

1. There is no significant difference between Male and Female PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management.

While comparing with the mean scores of Male and Female PSS Teachers, the Male PSS Teachers are better than the Female PSS Teachers in their Teaching
Competency dimension “Content Organization” (32.0621). This may be due to the fact the Male PSS Teachers take into account complex matters and in organizing the content so as to help the students to reflect on their thinking and learning skills.

And on the whole the Male PSS Teachers are more than the Female PSS Teachers in their Teaching Competency dimensions and in total (156.9153).

2. There is no significant difference between Arts and Science PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management.

It is inferred from the above table that there is significant difference between Arts and Science Group PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management.

While comparing the mean scores of the Arts group and science group PSS Teachers, it is found that the Arts group Students are better (m-158.81, 20.90, 32.27, 44.99, 26.95 and 27.70) in their Teaching Competency and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management than the Science Group PSS Teachers (m-155.28, 26.22, 31.57, 43.99, 26.55 and 26.93 respectively. This may be due to the fact the Arts group PSS Teachers may not be more rigid and they might have had a significant PSS Teachers interaction. Besides, with their positive relationships with their students might have created classroom environments more conducive to learning and might have met students’ developmental, emotional and academic needs.
And on the whole the Arts Group PSS Teachers are more than the Science group PSS Teachers in their Teaching Competency dimensions and in total (m-158.8142).

3. There is no significant difference between Rural and Urban (Location of College) PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management.

While comparing the mean scores of the Rural and Urban College PSS teachers the Rural PSS Teachers are better than the Urban PSS Teachers in all the dimensions of Teaching Competency dimensions as well as in total (m-157.1495).

This may be due to the fact the Rural PSS Teachers are concerned on disciplinary mastery and learning process and tried to shape their teaching to reflect the opportunities within their school settings.

And on the whole the Rural PSS Teachers are better than the Urban PSS Teachers in their Teaching Competency dimensions and in total (m-157.1495).

4. There is no significant difference between Married and Un-married PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management. While comparing the mean scores of the Married and Un-married PSS Teachers, it is found that the Un-married PSS Teachers are better than the Married PSS Teacher in all the dimensions of Teaching Competency dimensions as well as in total (m - 156.7628).

This may be due to the fact the Un-married PSS Teachers determine their competencies through teaching skills, concern for school, concern for students and
concern for self, forming a comprehensive and practical model of teachers’ competency characteristics.

And on the whole the Un-married PSS Teachers are more than the Married PSS Teachers in their Teaching Competency dimensions and in total (m – 156.7628).

5. There is no significant difference between Day-scholar and Hosteller PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management.

While comparing the mean scores of the Day-scholar and Hosteller PSS Teachers, it is found that the Hosteller PSS Teachers are better than the Day-scholar PSS Teachers in their Teaching Competency dimension “Content Organization” (m-32.0393).

This may be due to the fact the Hosteller PSS Teachers might have been more friendly with more enthusiasm, pace and presentation of the instruction with proper organisation of the content catering to the needs of the learners must have influenced the learning environment as well as Teaching Competency.

And on the whole the hostel PSS Teachers and the Day-scholar PSS Teachers are same in their Teaching Competency dimensions and in total.

6. There is no significant difference between Nuclear and Joint family PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management.

While comparing the mean scores of the nuclear and Joint family PSS Teachers, it is found that the Nuclear family PSS Teachers are better than the joint Family scholar PSS Teachers in their Teaching Competency dimension “Content
Organization” (m-32.0393), this may be due to the fact that the Nuclear PSS Teachers might have more family financial resources and parental involvement with more supportive and harmonious family interactions and due to their academic competence, mediated by the development of youth self-regulation they are able to organise the content well, suitable to the learners.

And on the whole the Nuclear family PSS Teachers are more than the Joint family PSS Teachers in their Teaching Competency dimensions and in total (156.9310).

7. There is no significant difference between Aided and Unaided College PSS Teachers in their Teaching Competency in total and its dimensions such as Subject Competency, Content Organization, Interactive Competency, Instructional Strategy and Classroom Management.

While comparing the mean scores of the Aided and Unaided PSS Teachers it is found that the Unaided College PSS Teachers are better (m-32.082) than the Aided College PSS Teachers in their Teaching Competency dimension ‘Content Organization’ (m-32.082), this may be due to the fact that the Unaided PSS Teachers might have had higher teaching activity by being strict in attendance and in enhancing teaching competency through their skilled mentors.

And on the whole the Unaided College PSS Teachers are better than the Aided College PSS Teachers in their Teaching Competency dimensions and in total (157.6902).

5.9.3 Part III Association Analysis

1. Emotional Maturity

There is no significant association between Parent Income of the PSS Teachers and Emotional Maturity in total and its dimensions such as Personal Maturity (2.12),
Social Maturity (4.47), Responsibility (1.96), Mental Health (3.38) and Decision Making (1.33).

The findings of the study is similar to the study conducted by Chenna Reddy (2006) B. Ed Female students were more emotional than male students. Locality does not significantly influence the emotional maturity. Income of the family had a significant influence on the emotional maturity of B. Ed student.

2. Self-Esteem

There is no significant association between Parent Income of the PSS Teachers and Self-Esteem in total and with its dimensions such as Self-Respect, Self-Dependence, Self-Satisfaction and Self-Confidence.

But there is significant association between Parent Income of the PSS Teachers and Self-Esteem dimension, “Social Interaction” \( (x^2 = 9.97) \). This may be due to the fact that the economic support given by the parents’ leads to more productive work as parental income is positively associated with Social Interaction and life chances of the PSS Teachers.

3. Teaching Competency

There is no significant association between Parent Income of the PSS Teachers and Teaching Competency in total and with its dimensions such as Subject Competency, Interactive Competency, Instructional Strategy and Classroom Management. But there is significant association between Parent Income of the PSS Teachers and Teaching Competency dimension, “Content Organization and Presentation” \( (x^2 = 10.01) \). This may be due to the fact that the income of the parents helps the PSS Teachers to access to effective teaching by meeting the academic needs of the students. The % PSS Teachers might have made their classroom experience
enjoyable, by planning their instruction using appropriate resource materials and technology by maintaining high expectations for student learning.

5.9.4 Part VI Relational Analysis

Inter correlation between Emotional Maturity, Self-Esteem and Teaching Competency

1. There is significant inter correlation between Emotional Maturity of PSS Teachers and its dimensions, Self-Esteem and its dimensions and teaching competency and its dimensions.

2. There is significant inter correlation between Personal Maturity and Emotional Maturity in total and its dimensions such as Social Maturity, Responsibility, Mental health and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency and Classroom Management.

3. There is significant inter correlation between Social Maturity and Emotional Maturity in total and its dimensions such as Personal Maturity, Responsibility, Mental health and Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management.

4. There is significant inter correlation between Responsibility and Emotional Maturity in total and its dimensions such Personal Maturity, Social Maturity, Mental health and Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and
Teaching Competency in total and its dimensions such as Subject Competency, and Interactive Competency.

5. There is significant inter correlation between Mental Health and Emotional Maturity in total and its dimensions such as Personal Maturity, Social Maturity Responsibility and Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and there is no inter correlation between Mental health and Teaching Competency in total as well as in all its dimensions.

The findings of the study is similar to the study conducted by Usha and Rekha (2009) Mentally Healthy children accept the responsibilities make their own decisions, plan ahead, set realistic goals for themselves and in problem solving fashions do the best they can in the problem situations they encounter or create.

There is significant inter correlation between Decision Making and Emotional Maturity in total and its dimensions such as Personal Maturity, Responsibility, Social Maturity and Mental health and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management.

6. There is significant inter correlation between Emotional Maturity in Total and its dimensions such as Personal Maturity, Social Maturity, Mental health and Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency.
7. There is significant inter correlation between **Self-Respect** and Emotional Maturity in total and its dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental health and Decision making and Self-Esteem in total and its dimensions such as Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency and Instructional Strategy.

8. There is significant inter correlation between **Social Interaction** and Emotional Maturity in total and its dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental health, Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Self-Dependence, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management.

9. There is significant inter correlation between **Self-Dependence** and Emotional Maturity in total and its dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental Health, Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency and Classroom Management.

10. There is significant inter correlation between **Self-Satisfaction** and Emotional Maturity in total and its dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental health, Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence. But there is no inter correlation between Self-
Satisfaction and Teaching Competency in total and its dimensions except Content Organization and Presentation.

11. There is significant inter correlation between **Self-Confidence** and Emotional Maturity in total and its dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental health, Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Self-Satisfaction, Social-Interaction, Self-Dependence and Teaching Competency in total and its dimension Subject Competency, Content Organization and Presentation, Interactive Competency and Classroom Management.

12. There is significant inter correlation between **Self-Esteem in Total** and Emotional Maturity in total and its dimensions such Personal Maturity, Social Maturity, Mental health, Decision making and the dimensions of Self-Esteem such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management.

13. There is significant inter correlation between **Subject Competency** and Emotional Maturity in total and its dimensions such as Personal Maturity, Social Maturity, Responsibility and Decision making and Self-Esteem in total and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management.

14. There is significant inter correlation between **Content Organization and Presentation** and Emotional Maturity in total and its dimensions such as Personal
Maturity, Social Maturity, Decision making and Self-Esteem in total and its dimensions such as Social Interaction, Self-Dependence, Self-Satisfaction, Teaching Competency in total and its dimensions such as Subject Competency, Interactive Competency, Instructional Strategy and Classroom Management.

15. There is no significant inter correlation between Interactive Competency and Emotional Maturity in total. But there is inter correlation between Emotional Maturity dimensions such as Personal Maturity, Social Maturity, Responsibility, Decision making and Self-Esteem in total and its dimensions such as Self-Dependence, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Instructional Strategy and Classroom Management.

16. There is no significant inter correlation between Instructional Strategy and Emotional Maturity in total but there in inter correlation between Emotional Maturity dimensions such as Social Maturity, Decision making and Self-Esteem in total and its dimensions such as Self-Respect and Social-Interaction and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency and Classroom Management.

17. There is significant inter correlation between Classroom Management and Emotional Maturity in total and its dimensions such as Personal Maturity Social Maturity, Decision making and Self-Esteem in total and its dimensions such as Social-Interaction, Self-Dependence, Self-Confidence and Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency and Instructional Strategy.

18. There is significant inter correlation between Teaching Competency in Total and Emotional Maturity in total and its dimensions such as Personal Maturity, Social
Maturity, Responsibility, Decision making and its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Confidence and the dimensions of Teaching Competency such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management.

19. This may be due to the fact that Emotional Maturity of the PSS Teachers controls and guides them with right knowledge and true wisdom. Emotional Maturity develops hand in hand with physical, mental and spiritual growth and makes them to realize the purpose of life. As it is correlated with Self-Esteem and Teaching Competency, it can bring very great and rewarding and lasting happiness.

20. Emotionally matured PSS Teachers can retain many of their youthful strengths and can retain their capacity for their idealism and passion for teaching. The PSS Teachers must be helped to recover and integrate these qualities with their adult maturity, wisdom, knowledge and responsibility, which serve as their strength and vision. Emotionally matured PSS Teachers have the ability to do what they are told to do it, with a good attitude.

The PSS Teachers with high Self-Esteem analyze their personal strengths and weaknesses and consider their role well and lead a healthy life. PSS Teachers with healthy self-Esteem are able to feel good about them, appreciate their own worth, and take pride in their abilities, skills, and accomplishments.

The PSS Teachers should practice teaching in such a way taking into account the best practices in order to meet out learner needs. They should continue to expand skills, knowledge and practices that emphasize student learning.

5.9.5 Part V Analysis of Variance (ANOVA)

The obtained value of F of Emotional Maturity in total (3.218) and its dimension Social Interaction (4.444), as well as Self-Esteem in total (3.176) is greater
than the table value (3.00) for df 2. So, there is significant difference in Emotional Maturity in total as well as in the dimension Social Interaction with regard to Religion. And there is significant difference in Self-Esteem in total with regard to Religion.

1. There is no significant difference in Emotional Maturity dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental Health, and Decision Making with regard to Religion.

2. There is no significant difference in Self-Esteem dimensions such as Self-Respect, Self-Dependence, Self-Satisfaction, and Self-Confidence with regard to Religion.

3. There is no significant difference in Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management with regard to Religion.

The obtained value of F of Self-Respect (3.386) is greater than the table value (3.00) for df 2. So, there is significant difference in Emotional Maturity dimension Self-Respect with regard to the Nature of the College.

1. There is no significant difference in Emotional Maturity in total as well as in the dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental Health, and Decision Making with regard to the Nature of the College.

2. There is no significant difference in Self-Esteem in total and its dimensions such as Self-Dependence, Self-Satisfaction and Self-Confidence with regard to the Nature of the College.

3. There is no significant difference in Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation,
Interactive Competency, Instructional Strategy and Classroom Management with regard to the Nature of the College.

The obtained value of Emotional Maturity dimension Decision Making is (5.693) greater than the table value (3.00) for df 2. So, there is significant difference in Decision Making with regard to Community.

1. There is no significant difference in Emotional Maturity in total as well as in the dimensions such as Personal Maturity, Social Maturity, Responsibility, and Mental Health with regard to Community.

2. There is no significant difference in Self-Esteem in total and its dimensions such as Self-Dependence, Self-Satisfaction, and Self-Confidence with regard to Community.

3. There is no significant difference in Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management with regard to Community.

Since the ‘F’ test shows significant difference, the data were further analyzed using Scheffe test as shown in table 4.61(a).

The Scheffe test shows that there is significant difference between a pair of means: “SC/ST” and “BC/MBC”, p=0.016(≤ 0.05). So it is inferred that there is difference between SC/ST PSS Teachers and BC/MBC PSS Teachers with regard to Community in the Emotional Maturity dimension Decision Making.

It is inferred from the above table that

1. There is no significant difference in Emotional Maturity in total as well as in its dimensions such as Personal Maturity, Social Maturity, Responsibility, Mental Health and Decision Making with regard to Birth Order.
2. There is no significant difference in Self-Esteem in total as well as in its dimensions such as Self-Respect, Social Interaction, Self-Dependence, Self-Satisfaction and Self-Confidence with regard to Birth Order.

3. There is no significant difference in Teaching Competency in total as well as in its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management with regard to Birth Order.

It is inferred from the above table that the obtained value of F of Emotional Maturity dimensions such as Personal Maturity (4.419), Social Maturity (3.750) and Self-Esteem Dimension Social Interaction (3.593) and Teaching competency Dimension Instructional Strategy (3.259) are greater than the table value (3.00) for df 2. So, there is significant difference in Decision Making, Social Maturity, Social Interaction and Instructional Strategy with regard to Community.

1. There is no significant difference in Emotional Maturity in total and in its dimensions such as Responsibility, Mental Health, and Decision Making with regard to Community.

2. There is no significant difference in Self-Esteem in total and in its dimensions such as Self-Respect, Self-Dependence, Self-Satisfaction, and Self-Confidence with regard to Community.

3. There is no significant difference in Teaching Competency in total and its dimensions such as Subject Competency, Content Organization and Presentation, Interactive Competency, Instructional Strategy and Classroom Management with regard to Community.

Since the ‘F’ test shows significant difference, the data were further analyzed using Scheffe test as shown in table 4.63(a)
The Scheffe test shows that there is inferred that there is significant difference between a pair of means of Tirunelveli and Kanyakumari districts PSS Teachers as p=0.047 (≤ 0.05), Tirunelveli and Tuticorin districts PSS Teachers as p=0.028 (≤ 0.05) in the Emotional Maturity dimension “Personal Maturity” and Tirunelveli and Tuticorin districts PSS Teachers as p=0.024 (≤ 0.05) in the Emotional Maturity dimension “Social Maturity”.

There is significant difference between a pair of means of Kanyakumari and Tuticorin districts PSS Teachers as p=0.046 (≤ 0.05) in the Teaching Competency dimension “Instructional Strategy”.

5.9.6 Part VI Regression Analysis

It is inferred that the background variables have significant effect on the Emotional Maturity in total of the Prospective Secondary School Teachers.

This may be due to the fact that the background variables such as Gender (Male / Female), Optional Subject (Arts / Science), Location of College (Rural / Urban), Marital Status (Married / Un-married), Nature of Accommodation (Day-Scholar / Hosteller), Family status (Nuclear / Joint), Fathers’ Education (School / College), Mothers’ Education (School / College), Fathers’ Occupation (Employed / Un-employed), Mothers’ Occupation (Employed / Un-employed) and Type of College (Aided / Unaided) depends on the Emotional Maturity of the PSS Teachers.

This findings related to the influence of the background variables on the Emotional Maturity is similar to the findings of Self-Esteem and Teaching Competency.

It is inferred that the background variables have significant effect on the Self-Esteem in total of the PSS Teachers.
This may be due to the fact that the background variables such as Gender (Male / Female), Optional Subject (Arts / Science), Location of College (Rural / Urban), Marital Status (Married / Un-married), Nature of Accommodation (Day-Scholar / Hosteller), Family status (Nuclear / Joint), Fathers’ Education (School / College), Mothers’ Education (School / College), Fathers’ Occupation (Employed/Un employed), Mothers’ Occupation Employed /Un employed) and Type of College (Aided / Unaided) depends on Self-Esteem of the PSS Teachers. One’s Self-Esteem depends on the various factors and bring changes in an individual.

This findings related to the influence of the background variables on the Self-Esteem is similar to the findings of Teaching Competency and Emotional Maturity.

It is inferred that the background variables have significant effect on the Teaching Competency in total of the Prospective Secondary School Teachers.

This may be due to the fact that background variables such as Gender (Male / Female), Optional Subject (Arts / Science), Location of College (Rural / Urban), Marital Status (Married / Un-married), Nature of Accommodation (Day-Scholar / Hosteller), Family status (Nuclear / Joint), Fathers’ Education (School / College), Mothers’ Education (School / College), Fathers’ Occupation (Employed / Un-employed), Mothers’ Occupation (Employed / Un-employed) and Type of College (Aided / Unaided) depends on the Teaching Competency of the PSS Teachers. One’s Teaching Competency depends on the various factors and bring changes in an individual.

This finding related to the influence of the background variables on the Teaching Competency is similar to the findings of Emotional Maturity and Self-Esteem.
5.10 RECOMMENDATIONS

The following recommendations are suggested by the investigator.

1. Teaching is like any form of creative invention, is situated in person, and professional growth is an intensely private affair. So the colleges of Education should pay more attention in developing the Teaching Competencies.

2. More Co-Curricular activities related to affective domain should be incorporated in the curriculum.

3. The PSS Teachers should be given more practical oriented Teaching Strategies to develop their Teaching Competencies and Self-Esteem.

4. The curriculum must provide chances to develop individually their Teaching Skills and proper Mental Health by looking into the needs of the Prospective Secondary School Teachers.

5. The colleges of education should organise many programmes and guest lectures in order to develop their balanced Emotional Maturity.

6. Prospective Secondary School Teachers must be given opportunities to acquire better guidance and counselling related to their needs and promotes their Self-Esteem and Emotional Maturity.

5.11 SUGGESTIONS FOR FURTHER RESEARCH

The following are the suggestions for further research in the area related to the present research:

1. A correlation study between Intelligence, Emotional Maturity and Social Intelligence could throw light on the interdependence on Intelligence and Maturity.

2. A more global study on the interdependence on Emotional Maturity, Emotional Stability, Emotional Regression, Stress and Anxiety could be taken for the investigation.
3. A comparative study of the Cross – Cultural Tribal and Non-Tribal, first generation and traditional learners in relation to their Emotional Maturity, Social Maturity and Self- Concept could be taken.

The study of the influence of the other variables like birth order divorce parents, drug addict parents and peer and adult, Emotional Maturity and Self-Esteem, may give a broader picture of the Prospective Secondary School Teacher as an extension to this study an extended geographical or by involving larger group samples this study could be taken.

5.12 CONCLUSION

This study is a primary attempt to study relationship among Emotional Maturity, Self-Esteem and Teaching Competency of the Prospective Secondary School Teachers.

This study is an attempt to pave way for many other research problems. This study concludes that the repressed feelings about human struggle to learn and the process of reaching the goals in life by high Self-Esteem may enable the PSS Teachers to experience a balanced Emotional Maturity and become an effective and efficient teacher.