



RESEARCH ARTICLE

MENTAL MATURITY AND SELF-ACTUALIZATION ON TEACHING COMPETENCY  
OF SECOND YEAR D.T.ED STUDENTS

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ABSTRACT

This study has been conducted to examine the mental maturity and self-actualization on teaching competency of second year D.T.Ed., students. Totally 72 teacher trainees has been taken from District Institute of Education and Training in Madurai district. The random sampling technique was used in this study. Self-actualization inventory was developed by Wilsow and Kneisl, (1983), mental maturity and teaching competency questionnaire prepared by the investigators were used in this study. Survey method was employed in this study. The data was analyzed statistically by using mean, standard deviation, 't' test and correlation coefficient. This study revealed that "most of the students in DIET have moderate level of mental maturity, self-actualization and teaching competency. Also this study revealed that there is significant difference between the mean scores of self-actualization of second year D.T.Ed. students with respect to locality, but there is no significant difference in the mean scores of mental maturity and teaching competency with reference to locality. Also, there is no significant difference in the mean scores of self-actualization, mental maturity and teaching competency of second year D.T.Ed., students with respect to gender, age, marital status, staying, parents educational qualification, parents annual income and newspaper reading. Researchers found that "there is a positive correlation among mental maturity, self-actualization and teaching competency of second year D.T.Ed. students but mental maturity and teaching competency have low correlation between them. From the findings of this research, researchers concluded that it is necessary to develop mental maturity, self-actualization and teaching competency among second year D.T.Ed., students. Also, it is the duty of our teacher educators nurtures the teacher trainees to improve their mental maturity and self-actualization which influences teaching competency.

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INTRODUCTION

The teacher education programme plays an important role in shaping and moulding the habits, manner and character of student teachers. The quality of any teacher is determined on the basis of his professional excellence. Elementary education is the foundation on which the superstructure of the entire educational system is built. Its contribution to nation building and process of development and growth has been universally recognized. Teachers working at the elementary stage may be well versed by the pedagogical principles that form the base of teaching at elementary education. So the student teachers must develop the teaching skills and the capacity to solve social, interpersonal and emotional problems of learners. Developing mental maturity and self-actualization that facilitate teaching competency among student teachers, which is the most important goals of our society in preparation for the future.

Awareness and reflective technologies can be instrumental in developing a meta-cognitive ability to make conscious and unconscious decisions about engagement that will ultimately enhance the skills of teaching competency, expertise, mental maturity and self-actualization. This study will review diverse perspectives from psychology, engineering, education, and computer science to present opportunities to enhance the skills of teaching competency, mental maturity and self-actualization in teaching profession. Therefore, this study aims at finding out the influence of mental maturity and self-actualization on teaching competency of second year D.T.Ed. students.

Significance of the study

In the present generation most of the teacher trainees are selected on merits of mark in which they scored. Even though, how many of them are really scored marks after understanding the subjects is a million dollar question and these pupils have mugged up the subject and scored high marks and they opt for

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teacher training. When they come to the class they really feel difficult in handling classes and in practice teaching schools and peer teaching also. We could find the difference of competency between the students. Those students who scored high marks after understanding the subject can easily handle the classes. Whereas the students who mugged up and scored high marks are finding difficulties in teaching. This is the real problem of many teacher trainees. Hence whatever the subject is taught by the teacher trainee to the student should be through in understanding then only the student can understand the same and he can be a successful student. Self-actualization creates a desire for self fulfillment. Self-actualization makes the students to solve problems in any situation. This tendency might be phrased as the desire to become more and more, what one is, to become everything that one is capable of becoming. In the present situation, students come from different families and different backgrounds. They have to adjust with the fast changing environmental conditions and they have to show better competency. There are many factors to show their teaching competency. The investigator has selected mental maturity and self actualization on teaching competency of second year D.T.Ed. students.

## Review literature

### Studies related to mental maturity

Gupta, O.A., (1977) studied intelligence as a function of class achievement and found that (i) intelligence grew up to fifteen years and declined thereafter in high scholastic achievement adolescents and low scholastic achievement girls. Intelligence declined up to fifteen years and grew thereafter in low scholastic achievement boys and high scholastic achievement girls.

Behai (1982) studied the relationship of intelligence with achievement at two Piagetian stages of concrete and formal thinking and found positive and significant correlations between intelligence and achievement in social studies, science and first language at both stages.

### Studies related to Self-Actualization

Ebtesam Pajouhandeh (2013), conducted a study on "Personal Development and Self-Actualization of students in the new environment". This study assessed the correlation of personal development with self-actualization in non-domestic students. The research population included 100 students composed of two groups : main group 50 students (25 girls and 25 boys) and 50 local students for control group (25 girls and 25 boys). They all were selected randomly from student's dormitories and university. They were evaluated by Kettle's 16 factor test and self actualization Inventory (SAI). The data was analysed by correlation coefficient. In both groups, there is a positive correlation between personality development and self-actualization. There was significant difference at the 0.05 level between the scores earned by main and control groups.

Allan Okech, Crystal Renee Chambers (2012), conducted a study on "Gender Differences in self-actualization among a sample of Black University students was assessed using the short index of self-actualization. The eta square index indicated that a medium amount of the variance of the self actualization variable in Black University students was accounted for by gender. Specifically, Black female University students reported more self-actualization than Black males. However, greater relative self-actualization achievement to

their same raced male peers does not address relative achievement to other peers or abolish the need for challenges and concerns of black women college students to be considered.

### Studies related to teaching competency

Naseema, C and Ayishai, TC (1995) investigated "Satisfaction as a predictor of perceived teaching competence". To find out whether job satisfaction can predict perceived teaching competence. 130 physical science teachers in secondary schools in Kerala were selected. Teaching competence rating scale and job satisfaction questionnaire. Multiple correlation analysis, 'R' interms of beta co-efficient and zero order 'r' were used. Major finding is perceived teaching competence was found to be significant. Madhusudan and Yeli (2004) studied, about the effect of teacher competency on students achievement at minimum levels of learning, and found teaching competency to be significant determining factor in students achievement in MLL in Mathematics and Kannada of IV class children.

### Objectives of the study

The present study intends to find out the influence of mental maturity and self-actualization on teaching competency of teacher trainees.

1. To find out the level of mental maturity, self-actualization and teaching competency of second year D.T.Ed. students.
2. To find out the difference in the mean scores of mental maturity, self-actualization and teaching competency of second year D.T.Ed. students with respect to gender, age, locale, marital status, staying, parents educational qualification, parents annual income and newspaper reading.
3. To find out the significant relationship between mental maturity, self-actualization and teaching competency of second year D.T.Ed. students.

### Hypothesis

On the basis of the objectives of the study, the following hypothesis is formulated.

1. The level of mental maturity, self-actualization and teaching competency of second year D.T.Ed. students is high.
2. There is no significant difference in the mean scores of mental maturity, self-actualization and teaching competency of second year D.T.Ed. students with respect to gender, age, locale, marital status, staying, parents educational qualification, parents annual income and newspaper reading.
3. There is no significant relationship between mental maturity, self actualization and teaching competency.

## MATERIALS AND METHDOS

The investigator has adopted random sampling. Survey method was used to study mental maturity and self-actualization on teaching competency of second year D.T.Ed. students in District Institute of Education and training.

## Sample

Totally 72 second year teacher trainees were selected from District Institute of Education and training in Madurai district.

## Tool

1. Self-actualization inventory was developed by (Wilsow and Kneisl, 1983).
2. Mental maturity and teaching competency questionnaire were prepared by the investigator.

## Data interpretation

Data were collected using the questionnaire of mental maturity, self-actualization and teaching competency and analyses were done by using SPSS.

## Data Analysis

The collected data were analyzed using mean, standard deviation, significance test and correlation.

## Hypothesis

From the above table, the mental maturity of second year teacher trainees (72) were categorized under three levels such as low, moderate and high. Out of 72 teacher trainees 12 (16.67%) falls under low level mental maturity, 45 (62.50%) of them are in moderate level and 15 (20.83%) teacher trainees exhibited high level mental maturity. The self-actualization of second year teacher trainees (72) were categorized under three levels such as low, moderate and high. Out of 72 teacher trainees 11 (15.28%) falls under low level self-actualization, 49 (68.05%) of them are in moderate level and 12 (16.67%) teacher trainees exhibited high level self-actualization. The teaching competency of second year teacher trainees (72) were categorized under three levels such as low, moderate and high. Out of 72 teacher trainees 8 (11.11%) falls under low level teaching competency, 60 (83.33%) of them are in moderate level and 4 (5.55%) teacher trainees exhibited high level teaching competency.

**Table 1. Level of mental maturity, self-actualization and teaching competency of second year D.T.Ed. students in District Institute of Education and training**

S. No.	Variables	Low		Moderate		High	
		No	%	No	%	No	%
1.	Mental maturity	12	16.67	45	62.50	15	20.83
2.	Self-actualization	11	15.28	49	68.05	12	16.67
3.	Teaching competency	8	11.11	60	83.33	4	5.55

**Table 2. Mean scores of mental maturity with respect to demographic variables**

S.No	Category	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	16	188	0.500	1.231	NS
		Female	55	209	0.646		
2.	Age	17 - 19	44	209	0.603	0.836	NS
		19 & above	26	196	0.662		
3.	Locale	Rural	53	206	0.602	0.333	NS
		Urban	18	200	0.686		
4.	Marital Status	Married	11	218	0.603	0.811	NS
		Unmarried	60	202	0.624		
5.	Residence	Hostel	30	210	0.607	0.669	NS
		Day's scholar	41	200	0.632		
6.	Father's qualification	Illiterate	23	204	0.706	0.011	NS
		Educated	48	204	0.582		
7.	Mother's qualification	Illiterate	33	200	0.707	0.533	NS
		Educated	38	208	0.539		
8.	Annual income	Below 25000	50	210	0.580	1.216	NS
		Above 25000	21	190	0.700		
9.	Newspaper reading	Regularly	33	206	0.659	0.231	NS
		Rarely	38	203	0.592		

NS - Non significant, S - Significant

**Table 3. Mean scores of self-actualization with respect to demographic variables**

S. No	Category	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	17	206	0.556	0.370	NS
		Female	55	200	0.577		
2.	Age	17 - 19	45	196	0.520	1.135	NS
		19 & above	26	212	0.653		
3.	Locale	Rural	54	193	0.578	2.343	S
		Urban	18	228	0.461		
4.	Marital Status	Married	11	218	0.603	1.064	NS
		Unmarried	61	198	0.562		
5.	Residence	Hostel	30	187	0.507	1.889	NS
		Day's scholar	42	212	0.593		
6.	Father's qualification	Illiterate	23	212	0.653	1.135	NS
		Educated	49	196	0.520		
7.	Mother's qualification	Illiterate	33	194	0.659	1.022	NS
		Educated	39	208	0.480		
8.	Annual income	Below 25000	51	194	0.580	1.713	NS
		Above 25000	21	219	0.512		
9.	Newspaper reading	Regularly	33	212	0.600	1.485	NS
		Rarely	39	192	0.532		

NS - Non significant, S - Significant

Based on the results of statistical analysis as shown briefly in Table 1 above, above 45% of students have moderate level in mental maturity, self-actualization and teaching competency. From the above table shows that the calculated 't' values (1.231, 0.836, 0.333, 0.811, 0.669, 0.011, 0.533, 1.216, 0.231) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of mental maturity of second year D.T.Ed. students with respect to gender, age, locality, marital status, staying, father's educational qualification, mother's educational qualification, parents annual income and newspaper reading" are accepted.

**Table 4. Mean scores of teaching competency with respect to demographic variables**

S. No.	Category	Group	N	Mean	S.D.	't' value	Level of significance at 5% level
1.	Gender	Male	17	188	0.332	0.097	NS
		Female	55	189	0.315		
2.	Age	17 - 19	45	191	0.288	0.826	NS
		19 & above	26	185	0.368		
3.	Locale	Rural	54	191	0.293	0.858	NS
		Urban	18	183	0.383		
4.	Marital Status	Married	11	191	0.302	0.228	NS
		Unmarried	61	189	0.321		
5.	Residence	Hostel	30	187	0.346	0.501	NS
		Day's scholar	42	190	0.297		
6.	Father's qualification	Illiterate	23	187	0.344	0.353	NS
		Educated	49	190	0.306		
7.	Mother's qualification	Illiterate	33	182	0.392	1.695	NS
		Educated	39	195	0.223		
8.	Annual income	Below 25000	51	190	0.300	0.543	NS
		Above 25000	21	186	0.359		
9.	Newspaper reading	Regularly	33	188	0.331	0.247	NS
		Rarely	39	190	0.307		

NS - Non significant, S - Significant

**Table 5. Relationship between Mental maturity, Self-actualization and Teaching competency**

Variables	Mental maturity	Self-actualization	Teaching competency
Mental maturity	1	0.512**	0.062
Self-actualization	0.512**	1	0.087
Teaching competency	0.062	0.087	1

\*\* . Correlation is significant at the 0.01 level (2-tailed). Table value-0.220

From the above table shows that the calculated 't' value (2.343) with respect to locale of students is greater than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of self-actualization of second year D.T.Ed. students with respect to locale" is rejected. From the above table shows that the calculated 't' values of other demographic variables (0.370, 1.135, 1.064, 1.889, 1.135, 1.022, 1.713, 1.485) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of self-actualization of second year D.T.Ed. students with respect to gender, age, marital status, staying, mother's educational qualification, father's educational qualification, parents annual income and newspaper reading" are accepted. From the above table shows that the calculated 't' values of all demographic variables (0.097, 0.826, 0.858, 0.228, 0.501, 0.353, 1.695, 0.543, 0.247) are lesser than the table value (1.96). Hence the null hypothesis, "There is no significant difference in the mean scores of teaching competency of second year D.T.Ed. students with respect to gender, age, locality, marital status, staying, father's educational qualification, mother's educational qualification, parents annual income and newspaper reading" are accepted. There is a positive relationship among mental maturity, self-actualization and teaching competency of second year of D.T.Ed. students. But mental maturity and self-actualization have low correlation with teaching competency.

## RESULTS

- Most of the second year D.T.Ed. students have moderate level of mental maturity, self-actualization and teaching competency.
- There is no significant difference in the mean scores of mental maturity and teaching competency of second year D.T.Ed. students with respect to gender, age, locale, marital status, staying, parents educational qualification, parents annual income and newspaper reading.

- There is no significant difference in the mean scores of self-actualization of second year D.T.Ed. students with respect to gender, age, marital status, staying, parents educational qualification, parents annual income and newspaper reading except locale variable.
- There is a positive correlation among mental maturity, self-actualization and teaching competency of second year D.T.Ed. students. But mental maturity and teaching competency have low correlation between them.

## DISCUSSION

The mean score (193) of rural teacher trainees is below and the mean score (228) of urban is above. Comparing both, the rural teacher trainees are lesser than the urban teacher trainees. This reveals that the teacher trainees of locality of urban teacher trainees got all the facilities available at home. For example they can be provided with system, newspaper, television and internet facilities. Those teacher trainees get the knowledge of browsing and updating their knowledge. They can easily get an opportunity to attend seminar and conference. So they can be able to acquire mental maturity, self-actualization and teaching competency in a better manner. The mean scores of mental maturity, self-actualization and teaching competency of second year D.T.Ed. students with respect to Gender, Age, Locality,

Marital status, Staying, Father's educational qualification and Mother's educational qualification are not significant. This is because all the students always want to enrich their knowledge to develop themselves. Further, they may like to become effective teachers and they may attempt to empower themselves with proper knowledge and methodology methods in their subject for promoting the status. Further they may be spend much time in strengthen their level of teaching ability through wider participation in individual practice.

### Educational implications

Based on the analysis and findings, the investigator gives the following educational implications.

- The present investigation has clearly indicated and thrown much light on mental maturity, self-actualization and teaching competency of D.T.Ed. students of DIET, Madurai district.
- Need based and psychology based programme for teacher trainees is the need of the hour. This has policy implications.
- There is need to improving self-actualization and mental maturity of teacher trainees by the teacher educators.
- There is a need to include psychology based curriculum for D.T.Ed. students.

### Conclusion

The results of the study proved, that the locality of teacher trainees has a significant influence in improving teaching competency. The results showed that the other selected variables such as Gender, Age, Locality, Marital status, Staying, Father's educational qualification and Mother's educational qualification together have no significant effect in

teaching competency of teacher trainees. These findings also contributed to the concept of Mc Clelland (1993) that competence is the basis of a personal characteristic that is the deciding factor in the success or failure of a person doing a job in a given situation. Based on the findings, mental maturity, self-actualization and teaching competency have a positive correlation between them. So self-actualization and mental maturity directly helps to develop teaching competency of teacher trainees. So the teacher education institutions are necessarily to incorporate mental maturity, self-actualization related activities to develop teaching competency.

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