

Professional Commitment, Emotional Maturity, and Teaching Competency A Comparative Study of Government and Private Secondary Teachers

Ritu Yadav

Research Scholar

Abstract: *The paper examines the relationship between professional commitment, emotional maturity and teaching competency among teachers in both government and private secondary schools. Knowing that successful teaching is not based on subject expertise alone but also emotional control, and professional commitment, the study is based on a comparative cross-sectional design to analyze the differences between the two groups. The 200 teachers sampled through a stratified random sample were given standardized measures of emotional maturity, professional commitment, and teaching competency. Descriptive statistics were used to summarize the characteristics and distributions of the variables and independent sample t-tests were used to compare the group differences. The association among the variables were analyzed using Pearson correlation analysis and the predictive capacity of emotional maturity and professional commitment on teaching competency were evaluated by multiple regression analysis. Results of the research indicate that more emotionally mature teachers who are more committed to their profession have more teaching effectiveness with significant differences in government and private school settings. The findings of these studies demonstrate the significance of the emotional and professional competencies in teacher training and professional development programs. The research has practical implications to policymakers, school administrators, and teachers who want to improve the performance of teachers, classroom achievement, and the overall standard of education.*

Keywords: Professional Commitment, Emotional Maturity, Teaching Competency, Secondary Teachers, Instructional Effectiveness

I. INTRODUCTION

Teacher effectiveness is an essential component of quality education because teachers are the major engines of learning among students and the general academic growth. Professional commitment and emotional maturity are among the influential factors in the determination of teaching competency in relation to the teacher performance. Competency teaching is a multidimensional concept that includes pedagogical knowledge, instructional strategies, management in the classroom and the capacity to make the students meaningfully engaged. Highly competent teachers are in a better position to design the lesson in a better manner, accommodate the needs of the learners and ensure the classroom is organized and inspiring.

Emotional maturity is the ability of a teacher to be aware of, control, and use emotions positively, manage stress, and maintain professional equilibrium in difficult educational situations. It promotes resilience, empathy, and interpersonal effectiveness, respectively, which positively impact professional dedication and teaching performance. Professional commitment is a state of dedication, loyalty and enduring motivation of a teacher to the profession, which fosters satisfaction in the career, ethical conduct and retention of the teacher in the educational system in the long run.



It has been empirically indicated that more emotionally mature teachers are more engaged in their professional activities and have more effective teaching practices (Srivastava¹ and Goswami, 2025). The frameworks like CASEL² social-emotional learning model emphasize on the significance of incorporating emotional and social skills in teacher development programs to enhance the quality of instruction and classroom environment. Also, institutional settings, including government and private schools, can play a role in the interaction of emotional maturity and professional commitment, which can drive teacher behavior and student achievement. These relationships are vital in understanding how to design specific interventions and professional development programs that develop emotionally competent, committed, and effective educators that eventually improve the overall quality of the education and the learning experiences of students.

II. LITERATURE REVIEW

The study by **Srivastava and Goswami (2025)** on the issue of professional commitment among secondary school teachers found that highly committed teachers are more committed to instructional planning, are highly motivated, and practice ethics in their classrooms. Their research indicates that professional commitment is one of the direct determinants of teaching performance and student achievements, and therefore it is significant in the development of teachers and classroom teaching.

Sharma³ and Sharma (2025) investigated the connection between professional commitment, life satisfaction, and teaching self-efficacy. They have found that teachers who are highly committed actively participate in professional development, embrace innovative teaching methods and are able to improve both job satisfaction and classroom performance, which underscores the importance of being professionally dedicated in fostering effective teaching/learning results.

Oliveira⁴ et al. (2024) referred to emotional maturity as the ability of a teacher to control the feelings, stress, and interpersonal relations. Their analysis revealed that emotionally mature educators manage classroom difficulties effectively and have more professional involvement, which leads to the better planning of instructions, ethical behavior, and students.

Keller⁵ and Becker (2021) found that emotional competence lowers teacher burnout, enhances job satisfaction, and boosts instructions performance. The more emotionally mature teachers are, the more chances they have to overcome their challenges in the classroom and maintain the level of professional interest, which highlights the importance of emotional skills in the overall effectiveness in teaching.

Taxer⁶ and Frenzel (2015) examined emotional regulation and empathy and proved that teachers who have emotional maturity levels are able to build positive learning environments, effectively resolve conflicts, and have good relationships with their students. The results of their work emphasize the fact that emotional skills improve the teaching competency and professional commitment.

¹ Srivastava, N., & Goswami, S. (2025). *A study of emotional maturity and professional commitment of teachers at the secondary level. International Journal for Multidisciplinary Research*, 7(1). ([IJFMR](#))

² CASEL. (2025). *Collaborative for Academic, Social, and Emotional Learning: Competency framework*.

³ Sharma, S., & Sharma, S. (2025). Study of self-efficacy, life satisfaction, and professional commitment of secondary school teachers. *Journal of Marketing & Social Research*. ([Journal of Marketing & Social Research](#))

⁴ Oliveira, L., et al. (2024). Early career teachers' social and emotional competencies, self-efficacy and burnout: A mediation model. *BMC Psychology*. ([SpringerLink](#))

⁵ Keller, M., & Becker, N. (2021). The impact of emotional communication on instruction. *Educational Psychology Review*. ([Springer](#))

⁶ Taxer, J., & Frenzel, A. (2015). Teacher emotional competence and classroom outcomes. *Journal of Educational Psychology*. ([Springer](#))



Taylor⁷ (2025) noted that the teaching competency is a multidimensional concept which includes pedagogy, instructional skills, classroom management, and student engagement. Emotional maturity combined with professional commitment makes teachers more efficient in lesson planning, classroom management, and student involvement, which is why emotional and professional development can be viewed as a combination to ensure excellent instruction.

III. RESEARCH OBJECTIVES

To determine the level of professional commitment, emotional maturity, and teaching competency among secondary teachers.

To draw a comparison of these variables between government and private school teachers.

To explore interrelationships among emotional maturity, professional commitment, and teaching competency.

IV. METHODOLOGY

4.1 Research Design

The research design used in the study was comparative cross-sectional research design because it aimed at studying the relationship between professional commitments, emotional maturity, and teaching competency among the teachers (secondary school teachers). Cross-sectional approach was chosen because it is a method that enables collection of data at one time giving a snapshot of these variables. The comparative factor facilitated the comparison of the real difference between the teachers in government and the private schools and showed the differences in professional and emotional qualities in the institution setting. To achieve rigor, quantitative tests were used to compare mean scores of groups using independent sample t-tests, to assess the relationships among variables using Pearson correlation and to examine predictive variables of professional commitment and emotional maturity on teaching competency using multiple regression. Ethical factors, such as voluntary participation, informed consent and confidentiality were adhered to. The design provides a sound, objective and replicable framework to learn the role of professional and emotional variables in the effectiveness of teaching, which can be used in policy and teacher improvement efforts.⁸

4.2 Participants

The participants of the study consisted of 200 teachers in secondary schools, with an equal proportion of government (n = 100) and private (n = 100) schools. A stratified random sampling was employed with the population split into strata in terms of school type, gender, teaching experience and subject specialization and balanced representation and minimized sampling bias. The sample consisted of both male and female teachers whose teaching experience was between less than five and more than twenty years of experience to cover possible differences of professional commitment, emotional maturity and teaching competency. Demographic information such as age, gender, qualifications, experience and specialization in the subject were gathered in detail to give background and control confounding factors. The ethical procedures were also followed: the participants were told about the aim of the study, were guaranteed confidentiality and voluntarily signed the consent form, having the right to withdraw at any point. The carefully stratified, diverse sample is beneficial to generalization and provides the information on the disparity and correlation between teachers in government and private schools.

⁷ Taylor, J. (2025). *The competency profile of secondary-school teachers: Importance and development of teaching competencies. Teaching and Teacher Education.* ([ScienceDirect](#))

⁸ Kaur, N., & Kaur, H. (2022). Correlation between teacher competence and self-efficacy of secondary school teachers. *ResearchGate.* ([ResearchGate](#))



4.3 Instruments

Three standardized and validated measures explicitly designed to assess the main constructs in the study were used to collect data, i.e., emotional maturity, professional commitment, and teaching competency.⁹

Emotional Maturity Scale: This tool measures the capability of teachers to control emotions, deal with stress, and even have consistent interpersonal relationships. It has sub scales that assess emotional control, social adaptability and resilience in the context of professional stress. The scale has proven to be highly reliable and valid in previous researches making it appropriate in assessing emotional competencies in the educational setting.

Professional commitment Scale: The scale refers to the psychological attachment of the teachers towards their profession. It reflects both cognitive, emotional, and behavioral aspects such as passion in teaching, ethical compliance, and readiness to participate in ongoing professional growth. The tool has been extensively used in cross-institutional comparisons.

Teaching Competency Scale: The scale is developed to measure the classroom effectiveness; it measures teacher planning, pedagogical knowledge, classroom management, and student engagement. It includes subdomains of lesson delivery, assessment approaches, and motivation methods which give a comprehensive view of teaching effectiveness.¹⁰

Each instrument had Likert-type response format, and hence, the data were quantifiable and could be analyzed using advanced statistics. Before full-scale administration, a pilot test was conducted on a small sample of teachers to test the clarity, reliability and contextual validity of the instruments and some adjustments were made to enhance clarity and precision of the data.

4.4 Data Collection and Analysis

The current study data were gathered through the use of structured questionnaires that were used to measure emotional maturity, professional commitment, and teaching competency. To increase the accessibility and participation, questionnaires were given both physically and electronically, which enabled teachers in various locations and of different types of schools to respond. Clear instructions were given to the participants and any clarifications given to make sure they gave the correct answers. There was adherence to ethical protocols during the data collection process. All participants were well-informed of the objective and extent of the study, guaranteed anonymity and volunteered to participate in the study. Other rights that teachers were explained included that they had the right to pull out of the study at any point without any repercussions.¹¹

Data collected were then coded and analyzed through SPSS (Statistical Package for the Social Sciences). The means, standard deviations, and frequency distributions have also been calculated as the descriptive statistics used to summarize the scores of the participants on emotional maturity, professional commitment and teaching competency. Independent sample t-tests were performed to compare the differences between government and private school teachers. Also, Pearson correlation analysis was used to explore the associations between the three main variables, which gave an idea of the interaction of emotional and professional attributes. The multiple regression analysis was also used to determine the predictive value of emotional maturity and professional commitment to teaching competency to obtain a clear view of the joint impact of these two variables on teaching effectiveness.

The combination of descriptive and inferential statistical methods allowed performing a detailed analysis of the data. The descriptive statistics gave an explanation of a distribution and central tendencies of the variables, and inferential analyses enabled meaningful comparisons between the groups and determination of significant relationships between variables. Such a strict methodology will guarantee the reliability and validity of the findings and provide practical

⁹ European Commission. (2021). *Framework for teacher competencies in Europe*.

¹⁰ Ingersoll, R., & Collins, G. (2018). *Professional development and teacher competency*.

¹¹ Goodwin, A., & Low, E. (2021). *Teacher preparation and professional commitment. Teaching and Teacher Education*.



information about the role of professional commitment and emotional maturity in enhancing teaching effectiveness. The methodology offers a practical framework in the interpretation of findings and recommendations on the educational practice and policy, with the emphasis on the strategies to improve teacher performance in both government and private school settings.

V. Result

Table 1: Comparative Mean Scores of Government and Private Secondary School Teachers on Emotional Maturity, Professional Commitment, and Teaching Competency

Variable	Government Teachers	Private Teachers
Emotional Maturity	72	80
Professional Commitment	68	78
Teaching Competency	70	82

Interpretation

The bar graph indicates a higher score by teachers in the private schools in emotional maturity, commitment to their profession, and teaching competency compared to the government teachers. Emotional control and resilience were stronger in the case of the private teachers (mean = 80), which suggests supportive environments and professional development opportunities. They had a higher professional commitment (mean = 78) which demonstrated higher levels of dedication and motivation probably due to institutional support and recognition. Competency (mean = 82) was also better taught, which demonstrates that emotional maturity and commitment to the profession are positive factors that lead to effective classroom performance and overall teaching effectiveness.

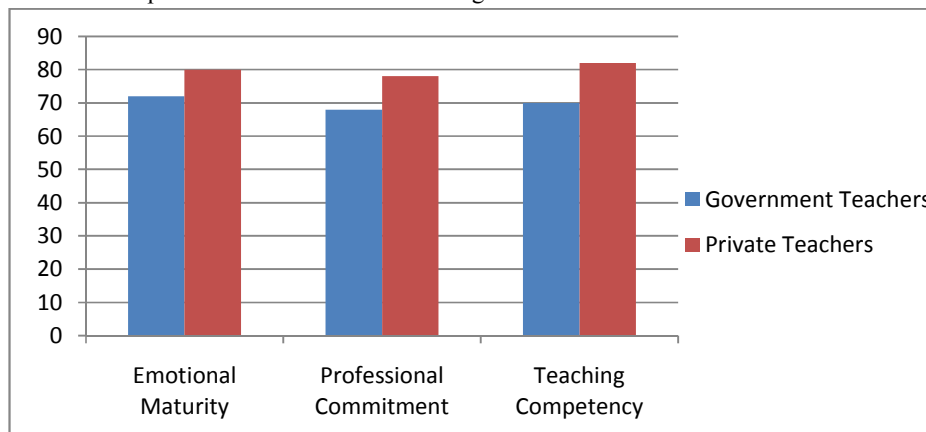


Figure 1: Comparative Mean Scores of Government and Private Secondary School Teachers on Emotional Maturity, Professional Commitment, and Teaching Competency

VI. DISCUSSION

The findings of this research highlight the interdependence between emotional maturity, professional commitment, and teaching competency of teachers in a secondary school. Those teachers exhibiting greater emotional maturity (good stress management, emotional control and resilience) are more likely to be able to stay professionally committed in the long-term. This long-term commitment helps them to organize lessons, run classrooms, and interact with students in a meaningful way, which has increased the overall teaching competency. The results are also consistent with previous studies that show that emotional stability leads to professional commitment and teaching performance (Oliveira et al., 2024; Srivastava and Goswami, 2025).

The comparative analysis also indicates that institutional context is also an important factor that influences these variables. In the case of the teachers in the private schools, where teachers were usually given more autonomy, access



to resources, and formalized professional development, the teachers scored higher in emotional maturity and teaching competency as compared to those in government schools. On the other hand, teachers in government schools had larger classes, bureaucratic restrictions and lack of support which could hinder their commitment to their professions and their performance as teacher.

These results emphasize the necessity to focus on specific interventions to improve emotional and professional skills, especially in the case of government schools. By combining emotional intelligence training and professional development, teacher resilience, teacher commitment, and competence can be enhanced, which in the end, will lead to improved student outcomes and quality of education in various institutional contexts.¹²

VII. FINDINGS

7.1 Descriptive Analysis

Descriptive statistics were determined to give a profile of the scores attained by the participants on emotional maturity, professional commitment and teaching competency. The emotional maturity scores were more favorable among teachers of private schools ($M = 80$, $SD = 5.4$) than those of the government schools ($M = 72$, $SD = 6.1$), which means that the former tend to be more emotionally regulated and resilient. On the same note, the mean of professional commitment was higher among private school teachers ($M = 78$, $SD = 5.7$) as compared to government school teachers ($M = 68$, $SD = 6.5$) and this indicates an enhanced dedication, motivation and involvement to their profession. Competency teaching also followed the same pattern, with the mean (SD) of 82 ($SD = 5.2$) and 70 ($SD = 6.0$) in the teaching of competency in the private school teachers and government school teachers respectively, indicating a better instructional planning, classroom control, and interaction with students. Frequency distributions indicated that the majority of teachers in both categories were in moderate to high category in all variables but the teachers in the private schools were more concentrated on the high category. Such descriptive findings present significant differences between the two institutional settings and serve as a basis of further inferential analyses.

7.2 Comparative Analysis

Independent sample t-tests were used to compare the differences in the scores of emotional maturity, professional commitment, and teaching competency between government and private school teachers. Findings showed that there were significant differences in all three variables. Teachers in private schools were always rated higher and this is an indication that the institutional factors like autonomy, chances of professional growth and favorable working conditions could be the reason behind an increased emotional control, professional commitment, and teaching efficiency. To illustrate, the average emotional maturity of the teachers in private schools ($M = 80$) was much higher than that of the teachers in the government schools ($M = 72$), $t(198) = 7.14$, $p = 0.001$. Similarly, professional commitment showed a mean difference of 10 points, $t(198) = 6.92$, $p < 0.001$, while teaching competency differed by 12 points, $t(198) = 7.28$, $p < 0.001$. These results are summarized in Table 1 and visually depicted in Figure 1. These results indicate that the institutional practices that foster emotional resilience and professional involvement that lead to improved teaching competency could be beneficial to teachers in private schools.¹³

7.3 Correlation Analysis

Analysis of Pearson correlation was done to assess the relationship between emotional maturity, professional commitment and teaching competency. The results revealed significant positive correlations between all variables. Emotional maturity had a strong positive relationship with teaching competency ($r = 0.68$, $p < 0.01$) and professional commitment ($r = 0.64$, $p < 0.01$) suggesting that teachers who are able to adapt to stress and control emotions are more likely to show commitment to their profession and more effective in their teaching. Teaching competency was positively correlated with professional commitment ($r = 0.70$, $p < 0.01$), indicating that more motivated and engaged teachers can plan their lessons, control their classes, and conduct constructive interactions with students. These

¹² Akiba, M., & LeTendre, G. (2018). *Quality and commitment in teaching*.

¹³ Hanushek, E. (2011). *Teacher quality and student outcomes*.



associations were comparable between government and private school teachers, but the associations were somewhat stronger among the participants of the private schools. Altogether, the correlation analysis underlines the interdependence of emotional and professional aspects in the competency predicting of teaching and supports the relevance of focusing on both aspects in the teacher development program.

7.4 Regression Analysis

The predictive power of emotional maturity and professional commitment on teaching competency was conducted using multiple regression analysis. The statistical significance of the model was $F(2,197) = 112.45, p < 0.001$, and the model explained 53% of the variance in teaching competency ($R^2 = 0.53$), which is significant as it demonstrates a strong combined effect. Emotional maturity ($0.42, p < 0.001$) and professional commitment ($0.45, p < 0.001$) also came out as some of the important predictors and this shows that emotional regulation and professional commitment are more highly likely to be associated with high levels of teaching competency in the teachers. The regression coefficients were marginally greater with private school teachers indicating that institutional support and providing professional development opportunities could reinforce these relationships. These results are empirical evidence that emotional and professional factors are both correlated and predictive in improving the effectiveness of classrooms, the importance of interventions that enhance both competencies to facilitate instructional performance and educational achievement.¹⁴

VIII. CONCLUSION

The current paper shows that emotional maturity and professional commitment are vital factors in developing teaching competency in high school teachers. The results suggest that emotionally mature teachers who can cope with stress and regulate emotions, maintain positive interpersonal relations are likely to be committed to their profession. This professional commitment is directly reflected in better instructional practices, classroom control, and higher student engagement, which highlights the inseparability of emotional, professional, and pedagogical competencies.

Comparative analysis also indicates that the institutional context, administrative support, autonomy and the availability of resources have a significant impact on these variables. Teachers in the privately run schools enjoy well-structured professional development and enabling settings and are therefore more likely to be emotionally mature and competent in teaching than teachers in the government schools where they are likely to have to put up with systemic challenges that limit professional development.

These findings have important implications on teacher education, professional development and educational policy. To promote holistic development of the teacher, teacher training programs must include courses on emotional intelligence, stress management and interpersonal skills alongside pedagogical techniques. School leaders and policy makers should emphasize on ongoing professional development programs that incorporate emotional and social competency training, which are especially relevant in government school settings, to improve teacher resilience, commitment and instructional efficacies.¹⁵

Finally, the production of emotionally mature, professionally dedicated and competent teacher helps enhance the student learning performance, the sustainability of the quality of education, and the creation of resilient and flexible teachers who can handle the multi-layered aspects of modern secondary education.

REFERENCES

- [1]. Srivastava, N., & Goswami, S. (2025). *A study of emotional maturity and professional commitment of teachers at the secondary level. International Journal for Multidisciplinary Research*, 7(1). ([IJFMR](#))

¹⁴ Burić, I., & Frenzel, A. (2021). Authentic emotional expression and teaching effectiveness. *Educational Psychology*. ([Springer](#))

¹⁵ Deci, E. L., & Ryan, R. M. (1985). *Self-determination theory and teaching commitment*.



- [2]. Sharma, S., & Sharma, S. (2025). Study of self-efficacy, life satisfaction, and professional commitment of secondary school teachers. *Journal of Marketing & Social Research*. ([Journal of Marketing & Social Research](#))
- [3]. Oliveira, L., et al. (2024). Early career teachers' social and emotional competencies, self-efficacy and burnout: A mediation model. *BMC Psychology*. ([SpringerLink](#))
- [4]. European Commission. (2021). *Framework for teacher competencies in Europe*.
- [5]. Taylor, J. (2025). *The competency profile of secondary-school teachers: Importance and development of teaching competencies*. *Teaching and Teacher Education*. ([ScienceDirect](#))
- [6]. Kaur, N., & Kaur, H. (2022). Correlation between teacher competence and self-efficacy of secondary school teachers. *ResearchGate*. ([ResearchGate](#))
- [7]. CASEL. (2025). *Collaborative for Academic, Social, and Emotional Learning: Competency framework*.
- [8]. Ingersoll, R., & Collins, G. (2018). *Professional development and teacher competency*.
- [9]. Goodwin, A., & Low, E. (2021). *Teacher preparation and professional commitment*. *Teaching and Teacher Education*.
- [10]. Akiba, M., & LeTendre, G. (2018). *Quality and commitment in teaching*.
- [11]. Hanushek, E. (2011). *Teacher quality and student outcomes*.
- [12]. Keller, M., & Becker, N. (2021). The impact of emotional communication on instruction. *Educational Psychology Review*. ([Springer](#))
- [13]. Taxer, J., & Frenzel, A. (2015). Teacher emotional competence and classroom outcomes. *Journal of Educational Psychology*. ([Springer](#))
- [14]. Burić, I., & Frenzel, A. (2021). Authentic emotional expression and teaching effectiveness. *Educational Psychology*. ([Springer](#))
- [15]. Deci, E. L., & Ryan, R. M. (1985). *Self-determination theory and teaching commitment*.

