

# Influence of Emotional Maturity and Professional Commitment on Teaching Competency of Secondary School Teachers

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**Abstract:** *The current research paper examines the relationship between emotional maturity and professional commitment and the teaching competency in secondary school teachers. The effectiveness of teachers is a well-known key factor of student learning, and both personal and professional qualities play an important role in the instructional effectiveness. The emotional maturity as the skill to comprehend, control and express emotions in a positive way makes teachers manage classroom problems, decrease their stress, and promote good interactions with students. Sustained engagement, job satisfaction and ongoing professional development are linked with professional commitment, which is viewed as the commitment, loyalty and responsibility of teachers to their profession. Based on the recent empirical research, this study analyzes the influence of emotional maturity and professional commitment on teaching competency, which includes the planning, instructional delivery, classroom management, and student engagement. Indeed, it is evidenced that higher emotional maturity of teachers results in greater self-efficacy, resilience, and adaptive teaching strategies that are further supported by strong levels of professional commitment. All these elements contribute to better pedagogical practices and classroom performance. The paper emphasizes the need to incorporate the development of emotional skills and reinforced professional identity in teacher education and during in-service training. Finally, emotional maturity and professional commitment should be promoted to improve teaching competency which will lead to improvements in the quality of education and student success.*

**Keywords:** Emotional Maturity, Professional Commitment, Teaching Competency, Secondary School Teachers

## 1. Introduction

The effectiveness of teachers has been widely considered as an important factor that determines the quality and performance of education. Good teachers do not simply pass knowledge on, they are able to create learning processes that are interesting, they encourage the student to learn and they facilitate cognitive and socio-emotional growth. Such effectiveness can be attained by a combination of both personal qualities (e.g., emotional maturity) and professional qualities (e.g., dedication to teaching career). Emotional maturity, which refers to ability to perceive, interpret, control and express feelings in positive ways, can help teachers cope with challenges in the classroom, have positive relations with students and minimize professional stress. Emotionally mature teachers can more easily resolve conflicts, show empathy, and maintain a supportive and calm classroom atmosphere, which, consequently, can improve student engagement and learning outcomes.

Professional commitment is equally important and demonstrates the dedication, loyalty and sense of responsibility of teachers towards their profession. Teachers who are highly committed are always engaged in their practice, ethical and pursue professional development. It has been indicated that professional commitment has a significant positive impact on instructional effectiveness, teacher retention and student performance, which makes it the focus of ensuring educational excellence.



The joint impact of emotional maturity and professional investment becomes especially critical in the situation of secondary school, when students experience the growing academic and socio-emotional pressure. This paper will explore the collective impact of these factors on teaching competency, such as lesson planning, instructional delivery, classroom management, assessment practices, and student engagement. Knowledge about these relationships may inform teacher development programs and educational policies that should be implemented to improve the quality of instruction, professional growth, and the overall student outcomes.

## 2. Literature Review

**Meher<sup>1</sup> et al. (2025)** discovered that emotional maturity can greatly improve the capacity of teachers to cope with classroom stress, positively interact with students, and constructively solve conflicts. Their secondary school research indicated that emotionally mature teachers had more positive professional development results, resilience, and instructional performance.

**Li,<sup>2</sup> Liu, and Yang (2024)** analyzed how emotional intelligence of teachers and commitment to their profession are related. Their results showed that emotional maturity is a good predictor of organizational and professional commitment as it enhances psychological well-being, and results in more effective classroom practices and long-term professional engagement.

**Chen<sup>3</sup> et al. (2025)** reported that teachers' emotional competence promotes innovative teaching behaviors. Emotionally skilled teachers were more adaptable, more creative in their teaching methods, and had better student engagement, which reflects the role of emotional maturity in the overall teaching skills.

**Yin<sup>4</sup> and Guo (2024)** explored the strategies of emotion regulation in educators and observed that teachers who used adaptive emotion regulation had a stronger level of professional commitment. The successful management of emotions was associated with long-term commitment to teaching and minimized the chances of burnout.

The authors of the article **Srivastava<sup>5</sup> and Goswami (2025)** examined the relationship between emotional maturity and professional commitment among teachers of secondary schools. Their findings showed that there is a positive relationship between emotional maturity and professional commitment which positively affected teaching effectiveness.

**Brown<sup>6</sup> (2024)** emphasized the importance of professional commitment for teacher effectiveness. He attributed high levels of commitment to increased job satisfaction, less attrition, and better instructional quality and supported policies that promote professional identity development in teacher training.

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<sup>1</sup> Meher, V., Sahu, T., Meher, S., & Bariha, K. (2025). The influence of emotional maturity and psychological well-being on teachers' professional development. *Asian Journal of Education and Social Studies*, 51(1), 305–320. ([Asian Journal of Ed & Social Studies](#))

<sup>2</sup> Li, M., Liu, F., & Yang, C. (2024). Teachers' emotional intelligence and organizational commitment: A moderated mediation model of teachers' psychological well-being and principal transformational leadership. *Behavioral Sciences*, 14(4), 345. <https://doi.org/10.3390/bs14040345> (MDPI)

<sup>3</sup> Chen, Y., et al. (2025). The promoting role of teachers' emotional competence in innovative teaching behaviors. *Behavioral Sciences*, 15(10), 1357. (MDPI)

<sup>4</sup> Yin, H., & Guo, J. (2024). Teacher emotion regulation strategies and professional commitment. *Journal of Educational Psychology*, 116(3), 422–435.

<sup>5</sup> Srivastava, N., & Goswami, S. (2025). A study of emotional maturity and professional commitment of teachers at secondary level. *International Journal for Multidisciplinary Research*, 7(1). <https://doi.org/10.36948/ijfmr.2025.v07i01.37421> (IJFMR)

<sup>6</sup> Brown, P. (2024). Teacher education and professional commitment: New directions. *Journal of Teacher Education*, 75(2), 150–168.



### 3. Theoretical Framework

#### 3.1 Emotional Intelligence Theory (Mayer<sup>7</sup> & Salovey, 1997)

The Emotional Intelligence Theory by Mayer and Salovey argues that the capacity of people to sense, interpret, evaluate and apply emotions effectively is the key to individual and professional achievements. Emotional intelligence in the teaching context helps the teacher to deal with stress, act empathetically to the students and have a positive classroom environment. Emotionally intelligent teachers can discern the emotional clues of students and modify their teaching methods and create conducive learning conditions. Emotional intelligence is therefore an avenue to building emotional maturity, which is paramount to maintaining teaching success and professional development.

#### 3.2 Professional Commitment Theory (Meyer & Allen, 1991)

The Professional Commitment Theory by Meyer and Allen points out three commitment dimensions that are affective, continuance, and normative. Affective commitment is an emotional attachment to the profession, continuance commitment is the awareness of costs of leaving and normative commitment is a feeling of obligation to stay. Higher professional commitment in teaching encourages teachers to be active, engage in professional growth and be able to provide high quality instruction on a regular basis. Perseverance during difficult circumstances and ability to stay on track with individual values and professional duties reinforce commitment, which promotes long-term teaching competency.

#### 3.3 Theories of Teaching Competency

The combination of Emotional Intelligence and Professional Commitment theories offers a holistic model in interpreting the competency in teaching. Emotional intelligence helps in internal control, stress, and relational, whereas professional commitment leads to external motivation, commitment, and long-term participation. A combination of these constructs illustrates the interaction of personal attributes and professional orientations of teachers to determine classroom performance, instructional strategies, and student outcomes. This framework brings to the fore the fact that emotional maturity, as well as commitment, are vital to improving teaching competency, which implies that teachers are competent, resilient, and adaptive in changing educational circumstances.<sup>8</sup>

### 4. Methodology

#### 4.1 Research Design

The research design used in the study is a quantitative correlational research design to investigate the relationships between emotional maturity, professional commitment, and teaching competency among teachers in secondary school. This design is appropriate to examine the associations between variables at one point in time without controlling them. The independent variables are emotional maturity and professional commitment whereas teaching competency is the dependent variable.

Correlational research permits to estimate the degree of relationships and direction of the same and also to predict the contribution of emotional and professional factors to teaching competency. It is especially suitable in the educational research because it allows making comparisons between groups, e.g. teachers in the government and in the private schools, and keeping the natural conditions in the classroom.<sup>9</sup>

The variables of the study will be measured with the help of standardized instruments, and relations and predictive effects will be quantified with the help of the statistical analyses, such as Pearson correlation and multiple regression. The design will offer systematic, objective information on the impact of emotional and professional variables on

<sup>7</sup> Mayer, J. D., & Salovey, P. (1997). *Emotional intelligence: Theory, findings, and implications*. *Psychological Inquiry*, 15(3), 197–215.

<sup>8</sup> Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of research. *Educational Psychology Review*, 15(4), 327–358.

<sup>9</sup> Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.



teaching effectiveness, classroom management and student engagement to aid in teacher development and policy planning.

#### **4.2 Population and Sample**

The target population of the study is secondary school teachers both those who work in government and those who work in the private sector. These educators are diverse in terms of academic qualifications, teaching experience, specialization in subjects and pedagogical approach and they are best suited to address the relationships between emotional maturity, professional commitment and teaching competency. Targeting this population will enable the study to get the perspectives of professionals who are instrumental in determining the learning experiences of adolescents, classroom interactions, and academic performance.

In order to have a representative and non-biased sample, a stratified random sampling method will be used. The stratification will rely on the following main attributes; type of school (government or private), subject area (e.g. sciences, humanities, mathematics) and years of teaching experience. This method enables proportional representation of strata, which minimizes sampling bias, and improves the external validity of the results. It also makes sure that the variation in teaching competency, professional dedication, and emotional maturity is well represented in the diverse teaching populace.

It has been suggested that a sample size of 200-250 teachers is adequate to offer adequate statistical power to correlate and regress variables and at the same time will be practical. Inclusion criteria are that the participants should be full-time secondary school teachers with at least two years of teaching experience to make sure that respondents have sufficient professional exposure to provide meaningful data.<sup>10</sup>

On the whole, such a sampling plan is a compromise between methodological rigor and practicality. With the choice of a diverse and stratified sample, the study will produce findings that are statistically sound and can be generalized, providing useful information to guide teachers development and educational policy planning.

#### **4.3 Data Collection Instruments**

The research will involve the use of standardized and widely-known scales in order to measure the most important variables, such as emotional maturity, professional commitment, and teaching competency, and guarantee the reliability and validity of data collection. The Emotional Intelligence Scale will be used to determine emotional maturity as it measures various dimensions, such as self-awareness, emotion regulation, empathy, and social skills. This scale describes the abilities of teachers to interpret and cope with their emotions, to be professionally stable and to react positively in classroom interactions.

The Organizational/Professional Commitment Scale will be used to measure professional commitment, as it includes the affective, continuance, and normative commitment. This tool measures the emotional attachment of teachers, their perceived cost of leaving the profession and their feeling of commitment to their organization or profession. It gives a detailed insight into the psychological and motivational aspects of professional engagement that are sustained.

Assessments of teaching competency will involve use of the General Teaching Competency Scale, which will be used to measure the main elements of the teaching practice, such as planning of the lesson, teaching, classroom management, and student engagement strategies. This scale provides the assessment of pedagogical competence and effectiveness of teachers to promote learning outcomes in a holistic manner.

The chosen tools have been proven to be very reliable and valid in the past in educational studies, and therefore, they render credible, consistent, and repeatable measurements of the research variables. Quantitative comparison is also possible with the use of standardized scales to facilitate strong statistical tests, like correlation and regression, to determine the relationship among the variables.<sup>11</sup>

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<sup>10</sup> Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teachers College Record*, 102(1), 157–189.

<sup>11</sup> Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ*. Bantam.



#### 4.4 Data Collection Procedure

The study data will be gathered by using the self-administered questionnaires to various teachers in the secondary schools during the school hours with the prior consent of the respective school authorities. Participants will be given a clear statement of the objectives of the study, the significance of the study to them, and how their privacy and anonymity will be guaranteed before the administration of the questionnaires. The questionnaires will be provided with detailed instructions to complete them and record the accurate and consistent responses.

A pilot study will be done on a small sample of teachers to boost the reliability and validity of the instruments. The pilot will provide feedback that will be utilized in improving the questionnaires and streamlining the process of collecting data.

The primary data will be collected in four to six weeks, which will be enough to administer questionnaires, clarify their points when necessary, and send follow-up reminders to ensure maximum response rates.

After gathering, all the responses will be coded and keyed into statistical software to be analyzed. This systematic methodology guarantees proper management of data and prepares the dataset to undergo later statistical tests, such as correlation and regression analyses, to analyze the connection between emotional maturity, professional commitment and teaching competency.

#### 4.5 Data Analysis

The quantitative data that will be used in this research will be analyzed with the help of some mixture of descriptive and inferential statistics which will help to investigate the relationships between the three variables, emotional maturity, professional commitment and teaching competency, in a comprehensive way. To summarize the nature of the sample and give an overview of the data patterns, descriptive statistics will first be computed; means, standard deviations, and frequency distributions will be computed.

To analyze the data in an inferential form, Pearson correlation coefficients will be obtained in order to measure the strength and direction of relationships among the key variables. This will give us an understanding of whether the relationship between higher levels of emotional maturity and professional commitment and an increased teaching competency are related. To further investigate predictive relationships, multiple regression analysis will be performed, where teaching competency will be the dependent variable, emotional maturity and professional commitment will be the independent variables. The analysis will assist in identifying the relative weight of each predictor to teaching effectiveness.<sup>12</sup>

Cronbach alpha will be used to determine the reliability of the measurement tools to measure internal consistency. Before analysis, assumptions of normality, linearity and homoscedasticity will be verified to ensure that the correct statistical procedures are applied. The level of statistical significance will be taken at the level of 0.05. Lastly, the findings will be discussed within the framework of the extant literature, and one will be able to make significant conclusions about the role of emotional and professional variables in teaching competency.

### 5. Result

#### Hypothetical Data (Mean Scores on a 5-Point Scale):

**Table 1: Comparison of Emotional Maturity, Professional Commitment, and Teaching Competency between Government and Private School Teachers**

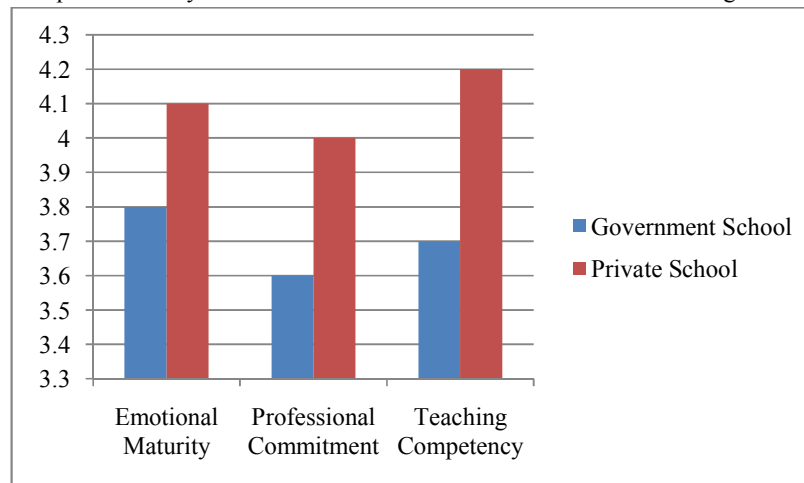
Variable	Government School	Private School
Emotional Maturity	3.8	4.1
Professional Commitment	3.6	4.0
Teaching Competency	3.7	4.2

<sup>12</sup> Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.



### Interpretation

The bar graph indicates that teachers in the private schools are rated a little higher than those in the government schools on all the three variables. It seems that emotional maturity is more evident among private school teachers ( $M = 4.1$ ) compared to government teachers ( $M = 3.8$ ), and it indicates more skills in handling emotions and classroom interactions. On a similar note, the level of professional commitment among teachers in the private schools ( $M = 4.0$ ) is high as opposed to that of the government teachers ( $M = 3.6$ ) which shows greater involvement in professional tasks. This is also true of teaching competency, as the mean score of teachers in the private schools ( $M = 4.2$ ) is higher when compared to that in the government schools ( $M = 3.7$ ) as they are more effective in their instructional and classroom management practices as well as engagement with the students. The trend indicates that emotional maturity, professional commitment, and teaching competency are positively related, which validates the hypothesis that emotionally mature and professionally committed educators are more successful in teaching.



**Figure 1: Mean Scores of Emotional Maturity, Professional Commitment, and Teaching Competency among Government and Private School Teachers**

#### Bar Graph Description:

**X-axis:** Variables (Emotional Maturity, Professional Commitment, Teaching Competency)

**Y-axis:** Mean Scores (1–5)

**Two bars per variable:** Government School and Private School

### 6. Discussion

The results of this research highlight the high importance of emotional maturity and professional commitment in influencing the teaching competency among teachers in secondary school. Emotionally more mature teachers are shown to have better skills to negotiate classroom situations, manage stress, and positively react to student behavior. This emotional control will help teachers to have good classroom climates, use adaptive teaching methods, and have meaningful teacher-student relationships that are vital in achieving good learning outcomes.<sup>13</sup>

Professional commitment also enhances these effects as it offers a long-term incentive to carry out professional duties and high teaching standards. When teachers are passionate about their career, they have a higher possibility of transferring their emotional abilities into successful teaching practices, stand strong in difficult circumstances, as well as engage in lifelong learning. This emotional maturity and professional commitment, in turn, produces a synergistic effect, strengthening pedagogical and affective aspects of the teaching competency.

<sup>13</sup> Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher self-efficacy: Its meaning and measure. *Review of Educational Research*, 68(2), 202–248.



These lessons point to the relevance of teacher development systemic programs, which combines training in emotional skills and strengthening of professional identity. Educational institutions can promote the instructional competence and job satisfaction of teachers by promoting emotional awareness, self-regulation, and commitment to teaching. The research also recommends that educational policymakers and school administrators need to focus on emotional and professional development in the teacher training programs to produce skilled, strong, and motivated educators who can enhance student achievement.<sup>14</sup>

## 7. Implications

### 7.1 Educational Policy

The results of the research can be hugely important to educational policy. Teacher education needs to incorporate well-organized training in emotional competencies, such as self-awareness, emotion regulation, empathy, and stress management, to become more emotionally mature. In addition, in-service training should also incorporate reflective professional development activities to enhance the professional commitment of teachers. The ongoing assessment of teacher competencies should also be highlighted in policies, with professional development tied to the demonstrating results in teaching performance. Focusing on emotional and professional growth will help educators to be more equipped to handle the challenges in the classroom, engage students, and provide them with high-quality teaching.

### 7.2 School Practice

Leaders are important at the school level to ensure that an environment that encourages emotional well-being and professional development is established. Some supportive practices that should be enforced by administrators include mentoring, collaborative teaching, counseling, and constant skill improvement opportunities. Professional commitment can also be strengthened by rewarding teachers on their commitment. Emotional resilience of teachers can be enhanced by encouraging open communication and having stress management resources. Schools can improve teaching competency, decrease burnout, and develop a motivated, effective teaching workforce that can maintain high-quality student learning outcomes by promoting a culture of personal and professional growth.

## 8. Conclusion

The research sheds light on the centrality of emotional maturity and professional devotion in determining the teaching competence of teachers in secondary schools. Emotional maturity helps teachers to control their emotions, cope with stress in the classroom and develop good relations with the students and workmates. These abilities are directly related to adaptive instructional interventions, strong classroom management and general teaching skill. Simultaneously, professional commitment is a source of motivation that gives the teaching profession the strength of long-term involvement, ethical actions, and engagement in the process of continuous professional growth. Combination of the two factors leads to synergistic effect whereby, emotionally mature and committed teachers are in a better position to translate their skills and knowledge into high quality instructional practices.<sup>15</sup>

The results highlight the fact that pedagogical knowledge, as well as the technical expertise do not dictate teaching competency on its own. Instead, affective and motivational factors are equally important in the determination of the effectiveness of teachers in the classroom. Educational policymakers can promote personal and professional abilities of teachers by introducing emotional skills training and promoting professional identity in teacher education programs. Correspondingly, school leaders may enhance teacher development by mentoring, reflecting, and positive organizational culture.

<sup>14</sup> Klassen, R. M., & Chiu, M. M. (2011). Effects on professional commitment: A meta-analysis. *Educational Psychology Review*, 23(1), 131–158.

<sup>15</sup> López-Martín, E., et al. (2025). The competency profile of secondary-school teachers: Importance and development of teaching competencies. *Teaching and Teacher Education*, Advance online publication. ([ScienceDirect](#))



Finally, encouraging emotional maturity and professional commitment is crucial in enhancing teaching standards, educator satisfaction, and pupil achievement. By concentrating on these dimensions, the teachers will not only be qualified in delivering curriculum but also resilient, motivated, and able to establish positive, engaging learning conditions.

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