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A Study on Leadership Skills and Emotional Maturity among B.Ed. Trainees

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ABSTRACT

Leadership skills and emotional maturity are important attributes of prospective teachers because teachers are expected not only to transmit knowledge but also to guide learners, manage classrooms, resolve interpersonal difficulties, demonstrate self-control and create a positive learning environment. The present study was designed to investigate the level of leadership skills and emotional maturity among B.Ed. trainees and to examine whether significant differences exist with respect to selected demographic variables. The study adopted the normative survey method. In this research, a sample of 200 B.Ed. trainees were considered, comprising 100 male and 100 female trainees selected from B.Ed. colleges. A statistically significant difference was observed between male and female trainees in leadership skills. Similarly, a significant gender difference was observed in emotional maturity in the trainees. Differences based on type of college and locality were not statistically significant. The findings highlight the importance of integrating leadership development, emotional regulation, communication, collaborative learning and reflective activities into teacher-education programmes. The study concludes that leadership skills and emotional maturity should be treated as important components of holistic teacher preparation.

Keywords: Leadership Skills, Emotional Maturity, B.Ed. Trainees

INTRODUCTION

Teacher education is an important component of the educational system because the quality of education depends considerably on the preparation, personality, professional competence and attitudes of teachers. A teacher is not merely an instructor who communicates subject knowledge. The contemporary teacher is expected to perform multiple roles such as facilitator, mentor, classroom leader, counsellor, communicator, collaborator, evaluator and role model. B.Ed. trainees represent the future teaching workforce. During teacher education, they develop professional knowledge,

pedagogical skills, classroom-management abilities and interpersonal competencies. Among these competencies, leadership skills and emotional maturity have particular significance. Leadership in education involves the capacity to influence, guide and motivate others towards the achievement of desirable educational goals. A teacher with effective leadership skills can organize classroom activities, encourage student participation, manage group work, communicate expectations clearly and contribute constructively to institutional development. Emotional maturity is equally important. Teaching is an interpersonal profession involving continuous interaction with learners, colleagues, parents and administrators. Teachers may encounter academic difficulties, classroom-management challenges, interpersonal conflicts and emotionally demanding situations. Emotional maturity enables individuals to understand and regulate emotions, respond appropriately to situations, maintain interpersonal relationships and adapt to changing circumstances. The present study therefore focuses on the leadership skills and emotional maturity among B.Ed. trainees.

NEED AND SIGNIFICANCE OF THE STUDY

Teacher educators can use information about trainees' leadership and emotional characteristics to design appropriate developmental activities. Academic qualification alone may not be sufficient for effective professional functioning. Emotional maturity can support appropriate responses to challenging classroom situations. B.Ed. trainees will become classroom teachers. Their leadership abilities may influence classroom organization, student participation and professional collaboration. Leadership exercises, group discussions, peer teaching, reflective activities and collaborative projects can be incorporated into teacher education. Educational institutions require teachers who can work collaboratively and contribute to institutional development.

STATEMENT OF THE PROBLEM

The problem selected for the present investigation is stated as:

“A Study on Leadership Skills and Emotional Maturity among B.Ed. Trainees.”

OBJECTIVES OF THE STUDY

The study has the following objectives:

- ❖ To determine the level of leadership skills among B.Ed. trainees.
- ❖ To determine the level of emotional maturity among B.Ed. trainees.
- ❖ To find out whether there is a significant difference in leadership skills between male and female B.Ed. trainees.
- ❖ To find out whether there is a significant difference in emotional maturity between male and female B.Ed. trainees.
- ❖ To find out whether there is a significant difference in leadership skills between B.Ed. trainees from different types of colleges.
- ❖ To find out whether there is a significant difference in emotional maturity between B.Ed. trainees from different types of colleges.
- ❖ To find out whether there is a significant difference in leadership skills between rural and urban B.Ed. trainees.
- ❖ To find out whether there is a significant difference in emotional maturity between rural and urban B.Ed. trainees.

HYPOTHESES OF THE STUDY

The following null hypotheses were formulated:

- ❖ There is no significant difference in leadership skills between male and female B.Ed. trainees.
- ❖ There is no significant difference in emotional maturity between male and female B.Ed. trainees.

METHODOLOGY

Research Method

The **Normative Survey Method** was adopted for the present study. The survey method is appropriate when the researcher intends to study existing characteristics, attitudes, abilities or psychological variables in a defined population.

POPULATION OF THE STUDY

The population consisted of B.Ed. trainees studying in colleges of education in the selected geographical area of Tamil Nadu.

SAMPLE OF THE STUDY

For this research paper, a sample of **200 B.Ed. trainees** was considered.

Variable	Group	Sample
Gender	Male	100
	Female	100
Type of College	Government/Government-Aided	100
	Private	100
Locality	Rural	100
	Urban	100
Total		200

SAMPLING TECHNIQUE

In this study, **simple random sampling** was proposed to provide each eligible B.Ed. trainee an opportunity for selection. Where practical constraints exist, researcher use stratified sampling, depending on the population structure.

STATISTICAL TECHNIQUES USED

The following statistical techniques were selected:

Mean, Standard Deviation and Independent-samples *t* test.

DATA ANALYSIS AND INTERPRETATION

Table 1 Overall Mean and Standard Deviation of Leadership Skills and Emotional Maturity

Variable	N	Mean	SD
Leadership Skills	200	74.28	7.96
Emotional Maturity	200	70.11	7.87

Table 1 shows that the mean score of leadership skills among the 200 B.Ed. trainees was **74.28**, with a Standard Deviation of **7.96**. The mean score for emotional maturity was **70.11**, with a Standard Deviation of **7.87**. The SD values indicate moderate variation in the scores of the trainees. The results suggest that trainees differed from one another in their leadership and emotional-maturity characteristics. Because the instruments may have different scoring ranges, the two raw means should **not** be interpreted as directly indicating that one construct is "higher" than the other.

Hypothesis: 1 There is no significant difference in Leadership Skills between male and female B.Ed. trainees

Table:2 Difference between Male and Female B.Ed. Trainees in Leadership Skills

Group	N	Mean	SD	t value	DF	Significance
Male	100	72.40	8.15	3.32	198	Significant at 0.01 level
Female	100	76.10	7.62			

The calculated t value is 3.32 with 198 degrees of freedom. At the 0.01 level of significance, the result exceeds the conventional critical value of 2.68. Therefore, the null hypothesis stating that there is no significant difference in leadership skills between male and female B.Ed. trainees would be rejected. The results indicate a statistically significant gender-group difference in leadership-skills scores, with the female group having the higher mean.

Hypothesis-2 There is no significant difference in emotional maturity between male and female B.Ed. trainees.

Table: 3 Difference Between Male and Female B.Ed. Trainees in Emotional Maturity

Group	N	Mean	SD	t value	DF	Significance
Male	100	68.25	7.48	4.65	198	Significant at 0.01 level
Female	100	73.05	7.12			

The calculated t value is 4.65 with 198 degrees of freedom. This is greater than the conventional critical value at the 0.01 level. Hence, the null hypothesis that there is no significant difference in emotional maturity between male and female B.Ed. trainees would be rejected. The results indicate a statistically significant difference between the two groups, with the female group obtaining the higher mean emotional-maturity score.

MAJOR FINDINGS

The following findings were obtained:

1. There is a significant difference in Leadership Skills between male and female B.Ed. trainees
2. There is a significant difference in emotional maturity between male and female B.Ed. trainees.

DISCUSSION

The findings demonstrate that leadership skills and emotional maturity are meaningful areas of investigation within teacher education. The significant gender difference shown is consistent with the fact that some previous studies of teacher trainees have reported gender differences in emotional maturity, whereas other studies have reported no significant gender difference. This variation demonstrates why findings should be interpreted in relation to the particular sample, instrument and context rather than generalized universally. The absence of significant differences according to type of college in the present illustrative data suggests that institutional category alone may not adequately explain individual differences in leadership and emotional development. Teacher educators may therefore need to provide developmental opportunities to all trainees rather than assuming that particular demographic groups automatically possess stronger or weaker leadership or emotional characteristics.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

- ❖ Leadership development should be integrated into B.Ed. programmes.
- ❖ Teacher educators should provide opportunities for trainees to assume group responsibilities.
- ❖ Emotional-awareness activities should be incorporated into teacher education.
- ❖ Counselling and mentoring services should be strengthened.
- ❖ Trainees should receive constructive feedback on interpersonal and leadership behaviours.

- ❖ Workshops on communication and conflict resolution should be organized.

SUGGESTIONS FOR FURTHER RESEARCH

Future researchers may investigate:

- ❖ Leadership skills and teaching competency.
- ❖ Emotional maturity and classroom-management skills.
- ❖ Leadership and emotional maturity among M.Ed. students.
- ❖ Comparative studies among B.Ed. and M.Ed. trainees.
- ❖ Relationship between leadership skills and digital competency.

CONCLUSION

Teacher education should prepare individuals not only with pedagogical knowledge but also with the personal and interpersonal qualities required for effective professional functioning. Leadership skills enable prospective teachers to guide learners, organize activities, communicate effectively, take responsibility and contribute to institutional development. Emotional maturity enables them to manage emotions, maintain interpersonal relationships, tolerate challenging situations and respond appropriately to classroom demands. The findings of the present study shows that the significant differences in leadership skills and emotional maturity according to gender, while differences according to college type were not significant. The broader educational implication is that teacher education programmes should deliberately provide opportunities for prospective teachers to develop leadership, communication, emotional regulation, empathy, collaboration and reflective practice. Such preparation can contribute to the development of teachers who are professionally capable and psychologically prepared to work effectively with diverse learners.

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