

Review Article

Emotional Maturity & Psychological Wellbeing as Predictor of Teachers' Professional Development for Integrated Teacher Education Programme: An Analysis

Abstract

Teaching is a demanding profession, often marked by high levels of stress due to constant changes within schools and society. To navigate these daily challenges effectively, teachers must cultivate strong emotional intelligence and maintain psychological well-being. These qualities are essential for their professional growth and the delivery of quality education. The study is review-based and analytical, where related literature was collected and selected following inclusion and exclusion criteria and then critically analyzed. Based on the objectives and limitations of the present study, two important questions for critical analysis were formulated *viz.*, *Q1. Does Emotional Maturity Predict the Professional Development of Teachers? Q2. Does Psychological Wellbeing Predict Professional Development of Teachers?* Research has consistently shown that emotional maturity plays a crucial role in the professional growth of educators. Teachers with high emotional maturity tend to be better at managing conflicts, making decisions, solving problems, and maintaining high self-esteem. They are also more effective in handling stress, navigating challenges, and communicating with both students and colleagues. These qualities contribute to greater resilience, allowing educators to thrive even in the face of adversity. Such emotional intelligence enhances their teaching abilities, job satisfaction, and overall career progression. Similarly, psychological well-being has a significant impact on educators' personal and professional lives. When teachers have good mental health, they are less likely to experience issues like poor job performance, dissatisfaction, or stress. Instead, they tend to enjoy greater autonomy in their work, build strong relationships with others, and experience personal growth. This is consistent with the Ryff model of psychological well-being, which highlights aspects like self-acceptance and environmental mastery. Considering both emotional maturity and psychological well-being are key to teachers' development, it is important to focus on fostering these qualities. By enhancing emotional maturity and well-being, educators can be better equipped to succeed in their roles, especially within the context of Integrated Teacher Education Programs in India. Therefore, intentional efforts should be made to support and nurture the emotional and psychological health of educators, ensuring they are prepared for long-term success in their profession.

Keywords: Emotional Maturity; Psychological Wellbeing; Professional Development; Integrated Teacher Education Programme; Teacher Education

1. Introduction

In the ever-evolving landscape of education, the needs and demands placed on teachers are constantly changing. Education is a lifelong process that shapes individuals in various ways, affecting both their cognitive and emotional development. One of the most significant aspects of this development is emotion, as it plays a crucial role in how individuals experience and respond to the world around them. Emotions are more than just feelings; they influence our behaviour, decisions, and interactions with others (Kumari, 2018). According to Biswas (2018), emotions are tied to mood, temperament, personality, and motivation, all of which impact how we navigate life's challenges. As Arumugam (2014) highlights, emotions often serve as a driving force behind our actions, helping us face obstacles and stay motivated. At the heart of emotional functioning is emotional maturity, it refers to the capacity to control and balance one's emotions in a positive manner. Emotional maturity is crucial because it affects not only how we deal with life's challenges but also how we interact with others. As Wadge and Ganaie (2013) argue, emotional maturity is directly linked to an individual's behaviour, shaping how they respond to stress, conflict, and social situations. Finley (1996) defines maturity as the ability to appropriately handle uncertainty and change, a skill that is developed over time. Emotionally mature individuals understand their emotions, can identify what triggers them, and can manage their reactions effectively (Meena et al., 2016). This kind of emotional control is essential for teachers, who must navigate the complexities of the classroom and build strong, supportive relationships with their students (Geeta & Vijaylaxmi, 2006).

Alongside emotional maturity, psychological well-being is another important factor in an individual's overall development. Psychological well-being goes beyond the absence of mental illness and encompasses factors like life satisfaction, positive self-esteem, and a sense of purpose (Dhanabhakya et al., 2023). According to Park (2004), well-being is about finding a balance between one's capabilities, desires, and the environment. It is a dynamic state that reflects a person's overall happiness and ability to cope with life's ups and downs. For teachers, maintaining psychological well-being is crucial for both personal growth and professional success. Teachers who are psychologically well-adjusted are better able to handle the stresses of the classroom, engage in continuous learning, and foster positive relationships with their students (Chida & Steptoe, 2008).

The link between emotional maturity and psychological well-being is strong, with emotionally mature individuals generally experiencing higher levels of well-being. Teachers who possess both emotional maturity and psychological well-being are better equipped to handle the demands of the teaching profession, leading to improved classroom performance and greater job satisfaction. In the context of an Integrated Teacher Education Programme (ITEP), promoting these qualities is essential for preparing teachers who are not only skilled in their subject areas but also emotionally and psychologically resilient, and capable of meeting the challenges of modern education (Simovska et al., 2016; WHO, 2014). By focusing on both emotional maturity and psychological well-being, we can support the holistic development of teachers, enhancing their ability to contribute meaningfully to the education system and ultimately improving the quality of education for students.

1.1 Concept of Emotional Maturity

Emotional maturity is a cornerstone of a balanced and well-integrated personality, embodying the ability to manage and express emotions in ways that align with societal values and ideals,

demonstrating self-control and resilience. An emotionally mature individual navigates challenges with steadiness, tolerates difficult situations, and avoids neurotic tendencies, achieving emotional stability (Moshahid, 2017). It is a dynamic process where individuals continuously strive for greater emotional health, both within themselves and in their relationships with others (Smitson, 1974). As highlighted by Sinha (2014), emotional maturity shapes personality, attitudes, and behaviour by fostering responsibility, sound decision-making, teamwork, healthy interpersonal relationships, and enhanced self-worth. Its core is found in how people react to circumstances, manage their emotions, and act responsibly in social situations. Emotional maturity equips individuals to bear tension and develop a high tolerance for disagreement, enabling them to navigate life's complexities effectively (Fain, 1999). Jersild (1963) defines emotional maturity as the capacity to realize one's potential for a fulfilling life by enjoying experiences, building meaningful relationships, and expressing genuine emotions such as love, sorrow, and fear without pretension. It reflects a state of emotional balance and self-control where emotions are managed constructively rather than allowed to dominate behaviour. This maturity is often influenced by an individual's relationship history and life experiences (Anand et al., 2014).

Emotional maturity typically develops after adolescence, marking a stage where individuals demonstrate well-balanced emotional behaviour in daily life (Das & Ghosh, 2014; Bindu & Vajeela, 2014). Adolescents and adults with high emotional maturity possess the ability to manage, express, and regulate their emotions appropriately in diverse situations (Geeta & Vijayalaxmi, 2006). They are adept at adjusting themselves and their social environments, including family, school, and workplace. Conversely, emotional immaturity often manifests in fear, frustration, disappointment, and stress, leading to general unhappiness (Bindu & Vajeela, 2014). Education plays a vital role in developing emotional maturity by nurturing the ability to channel primitive emotional responses into socially acceptable patterns. Emotional maturity is integral to developing a fulfilling personality, fostering the capacity to relate to others, enjoy life, and face challenges with authenticity and grace (Jersild, 1963). Emotions are intricate psychological states that include personal experiences, physiological reactions, and outward behavioral expressions. Positive emotions act as a motivational force, driving constructive thoughts and actions, while negative emotions can lead to destructive tendencies and mental health challenges (Hockenbury, 2007). Emotional dynamics significantly impact students in educational settings, where positive emotions enhance attention, motivation, and self-regulation, improving learning outcomes and overall well-being (Nehra, 2014). Adolescents with high emotional maturity exhibit the ability to manage, express, and control their emotions effectively across life's various domains (Geeta & Vijayalaxmi, 2006). Emotional maturity lays a strong and enduring foundation for personal growth and development. It reflects the individual's ability to harness their inner potential and enjoy the constructive use of their abilities, creating a balanced and enriching life experience.

1.2 Concept of Psychological Well-Being

Psychological well-being is often defined as the balance of experiencing positive emotions and functioning efficiently (Huppert, 2009). It represents a state of balance across various dimensions of an individual's life. A psychologically well individual can effectively handle challenges, maintain a positive outlook, and approach life with proactiveness, happiness, and warmth. It encompasses the physical, mental, and social dimensions of an individual (Priya & Singh, 2023). Psychological well-being reflects a state where life is perceived as going well,

combining emotional positivity and effective functioning. When individuals exhibit happiness, productivity, and a readiness to embrace challenges, they achieve psychological well-being. Although positive emotions and feelings of happiness are components, psychological well-being is affected by factors like age, education, extraversion, and conscientiousness, whereas neuroticism may diminish it (Keyes et al., 2002). Ryff (1989) They presented a model of psychological well-being consisting of six dimensions of positive functioning. Autonomy refers to the ability to make decisions and act independently, leading to enhanced well-being (Ryff, 1989; Waterman, 1993). Environmental mastery denotes the capacity to manage challenges and utilize opportunities to meet personal needs and values, fostering competitiveness and self-improvement (Krishnan, 2022). Personal growth involves continuous self-development, acquiring new skills, and forming new relationships, which contribute to lifelong fulfilment (Ryff, 1989; Lucas et al., 1996; Diener et al., 1999). Purpose in life gives a sense of direction and meaning, fostering happiness and contentment through a clear sense of purpose (Argyle, 1999; Sheldon & King, 2001). Positive relationships with others are essential for psychological well-being, as bonds with family, friends, and loved ones offer emotional support, a sense of community, and overall well-being (Frederick & Loewenstein, 1999). Lastly, self-acceptance involves embracing one's strengths and weaknesses with an open mind, fostering contentment and a positive attitude toward life, including past experiences (Ryff, 1989; Krishnan, 2022).



Fig.1. Ryff Psychological Wellbeing Model

(Source: Compiled by author)

Psychological well-being goes beyond the mere absence of mental health issues like anxiety or depression; it represents a state of overall positive mental and emotional health (Diener et al., 1999). Key elements of psychological well-being include positive emotions, life satisfaction, healthy relationships, and a sense of purpose. Additionally, it reflects an individual's capacity to manage stress, trauma, and challenges effectively (Salami, 2010). Research indicates that people who feel they are making a positive impact and contributing meaningfully to their lives and communities are more likely to experience optimal psychological well-being (Deci &

Ryan, 2008). Psychological well-being thus represents a state where life is perceived as going well, with individuals thriving across personal, social, and professional dimensions.

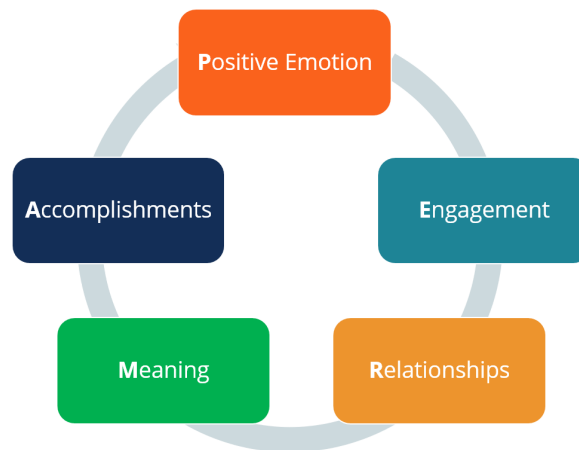


Fig. 2. The PERMA Model of Psychological Wellbeing

(Source: Corporate Finance Institute)

The PERMA model, developed by Goodman et al. (2018), serves as a widely recognized framework for the examination of psychological well-being. It delineates five fundamental components that contribute to our comprehensive sense of well-being: positive emotions, engagement, relationships, meaning, and accomplishment. Positive emotions are characterized by the states of joy, contentment, and happiness that individuals encounter throughout their lives. Engagement pertains to the state of being wholly immersed in activities that provide us with pleasure and a sense of fulfilment. Relationships underscore the significance of robust social connections, wherein the presence of supportive relationships bestows upon us a profound sense of belonging and security. Meaning involves having a sense of purpose and direction in life and purpose in life, feeling that our lives are valuable and meaningful. Finally, accomplishment refers to the sense of achievement we get from reaching goals, whether they are related to work, hobbies, or other personal pursuits.

1.3 Teachers' Professional Development

Teacher professional development is a continuous process focused on helping educators improve their skills and knowledge, ultimately leading to better teaching practices and enhanced student learning outcomes (Priya & Sangeeta, 2024). It involves gaining new skills through ongoing education, training, and practical experience after entering the profession. This development is influenced by various factors like culture, society, politics, and the economic conditions specific to each teaching environment (Tan & Dimmock, 2014). Professional development can include attending workshops, taking courses, participating in conferences, or earning certifications to expand knowledge in a particular subject area. This process includes both structured programs and self-guided activities designed to improve teachers' teaching practices and expertise (Priya & Sangeeta, 2024). It also involves formal and informal learning experiences. Teacher development helps educators apply what they learn in real-world situations, improve their teaching methods, and develop new skills. Continuous professional development is crucial for improving the quality of education and has been shown to increase teacher satisfaction and retention (Priya & Sangeeta, 2024). Little (1992) states that teacher professional development should focus on enhancing knowledge, skills, judgment, and

the contributions teachers make to their professional community. Effective programs should help teachers improve their teaching flexibility, acquire new pedagogical knowledge, support their peers' growth, and take on leadership roles (Leithwood, 1992). Teacher development is more than just career advancement or in-service programs that focus on the group's collective growth. It's a long-term process that requires planned opportunities for growth throughout a teacher's career (Glatthorn, 1995). In the past, professional development mainly consisted of staff development or short courses that provided teachers with new information about their profession. However, in recent years, it has evolved into a continuous process with systematic, long-term opportunities to support teachers in integrating new knowledge with their prior experiences, creating a more effective learning journey for educators (Villegas-Reimers, 2003; Cohen, 1990; Lieberman, 1994; Dudzinski et al., 2000).

1.4 Integrated Teacher Education Programme

The "Integrated Teacher Education Programme (ITEP)" is a four-year undergraduate course introduced by the "National Council for Teacher Education (NCTE)" as part of the National Education Policy (NEP) 2020. This program aims to simplify and enhance teacher education in India, replacing the traditional pathway where students first complete a three-year bachelor's degree (like "BA, B.Sc., or B. Com") and then a two-year B.Ed. With ITEP, students can now save a year by combining their undergraduate studies with teacher training into a single, cohesive program. ITEP is open to students who have completed their Higher Secondary (10+2) education and aspire to become teachers. It equips them to teach at all levels of schooling under NEP 2020, from the Foundational to the Secondary stages. The program offers a multidisciplinary approach, blending general education in subjects like arts, science, or commerce with professional teacher training. In the first two years, students study general courses, and in the last two years, they focus on teacher education. Upon completion, students graduate with a dual-major degree, such as BA/B.Sc./B.Com. along with B.Ed. The program is designed to be flexible. Students can earn a certificate after the first year, a diploma after the second year, and a full degree after four years. They also have up to six years to complete the course if necessary. Admissions to ITEP are determined by the "National Common Entrance Test (NCET)", which is administered by the "National Testing Agency (NTA)". Starting from the academic session 2023-24, ITEP has been implemented in 57 Teacher Education Institutions (TEIs) across the country. The curriculum, developed by NCTE under the "Ministry of Education", integrates academic excellence with Indian values, culture, and moral development, ensuring that future teachers are not only knowledgeable in their subjects but also well-rounded individuals. This program represents a significant shift in teacher education in India, aligning with global standards while preserving the unique cultural and ethical values of the nation (Chakraborty, 2022; Mandal, 2024, Gupta, 2024).

2. Methodology

This study is review-based and analytical, focusing on the interplay between emotional maturity, psychological well-being, and the professional development of teachers. To gather relevant literature, keywords such as "emotional maturity," "psychological wellbeing," "professional development," "teacher education," and "integrated teacher education program" etc. were used and related literature was sourced from various databases including "SCOPUS, Web of Science, ProQuest, Google Scholar, ResearchGate, and ERIC". Before selecting the articles for analysis, we defined clear criteria for inclusion and exclusion. We focused on

primary and secondary research studies that were published in English and related to education. We specifically looked for studies published in peer-reviewed journals from 2011 onward. Articles that did not meet these criteria, such as posters, review articles, technical reports, dissertations, or tutorials, were excluded. After gathering the relevant studies, we created a detailed research protocol outlining the objectives, research questions, search strategies, criteria, and other important elements for the investigation.

The objectives of the present study revolve around investigating and critically analysing the emotional maturity and psychological well-being of teachers, particularly focusing on how these factors predict professional development within integrated teacher education programs with the support of empirical evidence. Taking into account the goals and limitations of the study, we created the following key research questions for analysis.

RQ1- Does Emotional Maturity Predict Professional Development of teachers?

RQ2- Does Psychological Wellbeing Predict Professional Development of Teachers?

The first research question explores the relationship between emotional maturity and professional development among teachers, investigating whether higher emotional maturity leads to enhanced professional development of teachers. The second question examines whether psychological well-being influences professional development in teachers, aiming to determine if teachers with better psychological well-being exhibit greater professional development. Both questions delve into the psychological factors impacting teachers' professional development, emphasizing the significance of emotional and mental health in their professional journey and suggesting that emotional maturity and psychological well-being may significantly influence their professional development.

3. Results of the Study

3.1 Emotional Maturity as Predictors of Teachers' Professional Development

RQ1- Does emotional maturity predict the professional development of teachers?

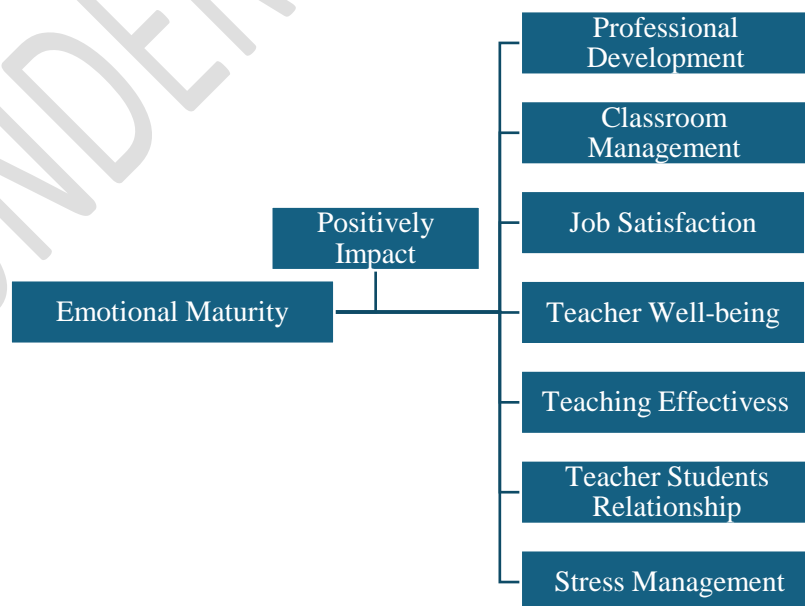


Fig. 3. Impact of Emotional Maturity on Teachers Professional Development

(Source: Compiled by author)

Absolutely, emotional maturity stands as a key predictor of teachers' professional development. At the heart of effective teaching lies classroom management, an area greatly enriched by emotional intelligence. Teachers who exhibit elevated levels of Emotional Intelligence (EI) and demonstrate traits such as empathy, self-regulation, and proficient interpersonal skills can serve as influential exemplars. By fostering a nurturing and stimulating classroom atmosphere, they motivate learners and have a positive impact on their attitudes and behaviors, thereby enhancing their enthusiasm for learning (Bandura, 2013; Bandura et al., 1999). Empirical research consistently supports a positive link between emotional intelligence and teaching effectiveness (Choudhary, 2016; Bala, 2017; Todmal et al., 2023). Teachers with high emotional intelligence display superior emotional regulation, cultivating positive relationships with students, which in turn boosts student motivation, conduct, and academic performance (Brackett & Rivers, 2011). Furthermore, emotional intelligence significantly affects the dynamics of teacher-student relationships, influencing student engagement and educational outcomes. Teachers with heightened emotional intelligence build trusting, supportive relationships with students based on trust, respect, and understanding, effectively addressing individual needs (Todmal et al., 2023). Including emotional intelligence training in teacher preparation programs is important because teachers with high emotional intelligence are better at understanding and empathizing with their students. This helps them build trust and form strong emotional connections with their students (Mérida-López & Extremera, 2017). It also enables teachers to create a more positive and supportive classroom environment (Patel, 2023). Research shows that emotional intelligence plays a key role in the quality of teacher-student relationships. It can also help bridge the gap between teacher mindfulness and the complexities of interactions in the classroom (Wang et al., 2023). Additionally, emotional intelligence contributes to teacher well-being and job satisfaction by reducing stress and the risk of burnout (Rustamov et al., 2023). Furthermore, Parveen (2015) emphasized the strong positive correlation between emotional maturity and teacher job satisfaction. Teachers with high emotional maturity tend to experience greater job satisfaction due to their skill in emotional regulation, positive attitudes toward challenges, and ability to adapt successfully to social contexts. This satisfaction is vital as it influences teachers' perception of their profession, affecting their overall emotional well-being and job performance (Atmaca et al., 2020; Demirtaş, 2010; Parveen & Bano, 2019). Furthermore, Coban et al. (2022) found a significant relationship between emotional maturity and classroom management skills. Teachers who understand their students' emotions are more effective in managing their classrooms, leading to improved teaching performance (Naqvi et al., 2016; Parker et al., 2004). Studies also show that emotional intelligence contributes to teachers' understanding of their students, enhancing their teaching effectiveness (Seema, 2012; Mallik & Kapoor, 2014; Choudhary, 2016; Bala, 2017; Deepika, 2017; Adeyemo & Chukwudi, 2014). Moreover, Kaur & Anjali (2023) revealed a high positive correlation between professional development and the emotional maturity of teacher educators. Emotional intelligence plays a pivotal role in fostering teacher effectiveness by equipping teachers with essential competencies such as optimism, adaptability, effective communication, conflict resolution, and problem-solving skills (Chhabra & Rathore, 2022). Consequently, professional development programs focusing on emotional intelligence offer a significant avenue for enhancing teachers' effectiveness. By equipping educators with strategies to manage emotions, navigate challenges, and foster positive interactions, such programs are instrumental in shaping the trajectory of teaching excellence (Latif & Khan,

2017). Therefore, the evidence suggests that emotional maturity significantly predicts the professional development of teachers by influencing job satisfaction, classroom management skills, understanding of students, and overall effectiveness in teaching roles.

3.2 Psychological Wellbeing as Predictor of Teachers' Professional Development

RQ2- Does psychological well-being predict the professional development of teachers?



Fig. 4. Impact of Psychological Well-Being on Teaching Domains

(Source: Compiled by author)

Psychological well-being plays a crucial role in predicting the professional development of teachers. Research indicates a significant correlation between psychological well-being and job satisfaction, stress management, as well as overall efficacy in the pedagogical profession (Al-Qutop & Harrim, 2011; Rathi, 2009). Empirical studies consistently demonstrate that educators exhibiting elevated levels of psychological well-being are more likely to display commitment, productivity, and satisfaction within their vocational endeavors (Gakinya et al., 2022). This affirmative relationship influences numerous dimensions of their professional responsibilities, encompassing classroom management, pedagogical effectiveness, and student engagement (Silamboli & Sijathamalini, 2019). The efficacy of an educator constitutes a pivotal element that can be augmented through enhanced psychological well-being, resulting in superior educational outcomes overall. When educators maintain mental health, exhibit motivation, and derive inspiration from their teaching roles, they enhance their pedagogical skills and foster motivation and achievement in their students (Zaki, 2018). Furthermore, psychological well-being facilitates the development of critical life competencies such as self-awareness and empathy, which subsequently enhance their capacity to establish a nurturing learning environment (Khatami et al., 2023). The interrelationship between psychological well-being and job satisfaction is particularly salient, as it exerts a profound influence on teacher motivation and overall performance (Zaki, 2016). Sustaining a balanced work-life dynamic is also integral to bolstering educators' psychological well-being (Saraswati & Lie, 2020).

Educators who experience a more favorable work-life equilibrium report heightened levels of psychological well-being in contrast to their less balanced counterparts. When educators perceive support in managing their personal and professional responsibilities, they are more adept at fulfilling the demands of their roles, thereby enhancing performance and increasing job satisfaction (Rathi, 2009). In conclusion, psychological well-being emerges as a fundamental determinant in the professional development of educators, shaping their job satisfaction, commitment, and effectiveness within the instructional setting. By prioritizing the mental health and well-being of educators, educational institutions can cultivate a more positive and productive learning milieu for both educators and students.

Discussion

The research findings emphasize the crucial role of both emotional maturity and psychological well-being in shaping the professional development of teachers. Emotional maturity, particularly through emotional intelligence, significantly contributes to various aspects of teacher effectiveness, such as classroom management, student engagement, and fostering positive teacher-student relationships. Teachers with higher emotional maturity demonstrate greater self-awareness and emotional regulation, which not only helps in managing stress but also creates a supportive and productive learning environment (Brackett & Rivers, 2011). These teachers are more capable of managing classroom challenges and meeting the unique needs of their students, resulting in increased student motivation and better academic performance. Moreover, emotional maturity contributes to teacher job satisfaction by reducing stress, fostering positive attitudes, and supporting adaptability in the face of challenges (Parveen, 2015; Atmaca et al., 2020). Teachers with high emotional maturity also tend to have a better understanding of their students' emotions, which improves their classroom management skills and overall teaching performance (Coban et al., 2022; Naqvi et al., 2016).

Psychological well-being is also a crucial factor in predicting professional growth. Teachers with higher levels of psychological well-being experience greater job satisfaction, increased productivity, and improved effectiveness in their teaching roles (Al-Qutop & Harrim, 2011; Gakinya et al., 2022). A healthy mental state allows teachers to manage stress more effectively and maintain positive relationships with students, which in turn leads to a more positive learning environment (Zaki, 2018). Furthermore, psychological well-being helps teachers develop essential life skills like self-awareness and empathy, which are vital for fostering a supportive and engaging classroom atmosphere (Khatami et al., 2023). Research also highlights the importance of work-life balance in promoting psychological well-being, as teachers who manage their personal and professional lives effectively tend to experience higher job satisfaction and performance (Saraswati & Lie, 2020; Prasan et al., 2020).

4. Suggestions for Further Research

This study has provided valuable insights into how emotional maturity and psychological well-being influence teacher professional development. However, there are several areas where further research could enhance our understanding. One important direction would be conducting longitudinal studies, as most current research is cross-sectional. Long-term studies could offer a better understanding of how emotional maturity and psychological well-being change over time and their long-lasting effects on teachers' professional growth. In addition, future research could benefit from including more diverse groups of teachers. Examining how factors such as age, years of experience, cultural background, and geographical context

influence the relationship between emotional maturity, psychological well-being, and professional development would provide a deeper understanding of these dynamics (Kaur & Anjali, 2023). Another area worth exploring is the effectiveness of emotional intelligence training programs. Investigating how these programs impact teachers' emotional regulation, self-awareness, and classroom management could provide valuable insights into how to improve teacher professional development. Further research could also look into the influence of teacher-student relationships on teacher development. Studies could explore how emotional maturity and psychological well-being shape these relationships and how they impact student engagement and learning outcomes (Maurer & Brackett, 2021). Finally, understanding the role of school environments in promoting teacher well-being is critical. Research that looks into how supportive school leadership, collaborative cultures, and professional networks contribute to emotional maturity and psychological well-being could help shape better teacher support systems (Leithwood, 1992).

5. Educational Implications

The findings of this study have important implications for improving teacher professional development and creating better teaching environments. One major recommendation is to integrate emotional intelligence into teacher preparation programs such as Integrated Teacher Education Programmes, Bachelor of Education, Master of Education, etc. By helping teachers develop skills like emotional regulation, relationship-building, and resilience, we can improve their effectiveness in the classroom and their well-being (Todmal et al., 2023). Furthermore, schools should prioritize teachers' psychological well-being as a key factor in maintaining job satisfaction and overall effectiveness. Providing a work environment that supports mental health, work-life balance, and stress management is essential. When teachers feel supported, they are more likely to stay in the profession, perform well, and create positive learning environments for their students (Rathi, 2009; Saraswati & Lie, 2020). Professional development programs should adopt a more holistic approach, focusing not only on teaching techniques but also on the emotional and psychological aspects of teaching. This would help the teachers to become more adaptable, resilient, and effective in managing challenges, thus improving both their professional development and their students' outcomes (Priya & Sangeeta, 2024). It is also important to foster autonomy and leadership in teachers. When teachers have more control over their professional growth and classroom decisions, they are more likely to feel satisfied and motivated, which helps improve their teaching effectiveness. (Waterman, 1993). Finally, creating collaborative work environments where teachers can share experiences, offer support, and learn from one another would foster emotional maturity and well-being. Mentorship programs and peer networks can be instrumental in providing teachers with the support they need to grow professionally and personally (Frederick & Loewenstein, 1999).

6. Conclusions

In conclusion, emotional maturity and psychological well-being are both are the predictors of teachers' professional development. Emotional maturity, particularly through emotional intelligence, enhances classroom management, student engagement, and teacher-student relationships, while also improving job satisfaction and reducing stress. Psychological well-being supports teacher effectiveness by boosting motivation, job satisfaction, and overall productivity, creating a positive and supportive learning environment. Educational institutions should prioritize the mental health and emotional maturity of teachers by implementing

professional development programs that focus on these aspects. Such initiatives are essential for fostering teacher effectiveness, enhancing job satisfaction, and ultimately improving student outcomes.

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