CHAPTER-I
INTRODUCTION

There is a lot of importance of education in our life. A man goes on receiving education in one form or the other form of his birth to death. Education is the key to all processes of document especially human development. Education is the knowing of one education potential to maximum use. One can safely say that a human being is not in the proper sense till he is educated. The importance of education is basically for two reasons; the first is that the training of a human mind is not complete without education. Education makes man right thinker. It tells man how to think and how to make decision. The second reason for importance of education is only through the attainment of education man is enabled to receive information from the external world, to acquaint him with past history and receive all necessary information regarding the present. Without education man is in a closed room and with its windows open towards outside world.

Education has been given a supreme place of special importance because it moulds the personalities of our children who are the future citizens of our country. Education equips the child with one country, latest beneficial for leading a better life. It means to modify the behavior of younger generation, so school is an important institution of society because it has got a crucial responsibility of preparing the prospective citizens of the country. “India’s destiny is shaped in the classrooms”
1.1 CONCEPT OF PRIMARY EDUCATION :

Primary education not only implies for imparting formal learning but also it implies to develop in the child desirable values, behavior and pattern character, knowledge, circulation of social attitudes, understanding interest and dynamic personality. “K.G.Salyldain has remarked on primary education that is not concerned with any particular class or group but has to deal with entire population of the country”. It touches life at every point and it has to do more with the formation of national ideology and character than any other single activity – social, political or educational. Those of us, who are concerned with great work of primary education, therefore visualize its problems objectives not in the content of the suitable buildings but against the background of its ultimate ends and purposes.

Primary education is the foundation of the entire system of education. Primary education leads to better family and thus slower population growth. It help workers, to take advantage of technical change, which rises productivity to next generation. Primary education perpetuates the benefits from one generation to next generation. Primary education has become a major agenda in the development of all nations. The argument to promote primary education steams form many concern. It is observed that the world is moving toward democratic societies.

Education can be divided into two way (i) School Education and (ii) College or University education. Further school education is divided into to two parts (i) Primary Education and (ii) Secondary Education. Primary
Education consists of two parts like (i) Pre-primary Education and (ii) Primary education. Primary education is the foundation of education, which means the child eligible to receive higher education which leads to the future development of the child and country.

1.2 IMPORTANCE OF PRIMARY EDUCATION:

Following are the some important points of Primary Education:

- It helps in achieving minimum level of learning. It implies that the child gets minimum level of knowledge of accepting various religions, certain learning skill which helps in achieving national integration as well as the future development of our country.

- It helps in achieving secondary education, because the child of today is the future of tomorrow. Primary stage is the bottom part which helps in future study for the development of various skills attitudes and values.

- It helps for removing illiteracy of our country. As we know, we are still not able to achieve today literacy in our state unless and until we achieve 100% literacy the progress and prosperity of our nation is not possible. So basically primary education is given for removing illiteracy in our country.

- Primary education cultivates moral and spiritual values. By providing the stories of great educators, philosophers, scientists, that teaches sound living.

- It cultivates democratic values. As ours is a democratic country, it always demands for cultivating values by providing knowledge of liberty equality,
fraternity, justice, duties and responsibility of a citizen leadership cooperation etc.

1.3 THE TEACHER:

Our ancestors gave the third place to the teacher in society; the first being the mother, the second father and the inevitable for each and every child in their home atmosphere and then only the children proceed to the next sacred place of learning, i.e. school, and where they are being affected by the various situations of classrooms. So, that is why, it is said that, the parent is the first teacher of a child and the teacher is the second parent of the child. Now—a days, each pupil is being taught by a number of teachers who differ in their way of teaching and in the same way the pupils also vary in their achievements, either in one subject or in different subject or in different subjects taught by different teachers in the classrooms.

Teacher’s is given the highest place in the society. He is regarded as a person to lead the humanity on proper lines. Teacher’s place is next to parents. Guru is compared with Trimurthies teacher is considered as god himself. The teacher has secured supreme respect and regard as he aims at building of character, social efficiency and spreading of national culture.

Each teacher has been termed the torch-bearer of the race, the one who by the light of his knowledge, removes the darkness of ignorance. He moulds the lives of thousands of children and is known as the builder of the nation. He dedicates his life to the service of others and symbolizes a candle, which burns
to light the way for others. In the words of Ross,” the teacher, the teachers in a naturalistic set up, is only a setter of the stage; a supplier of material and opportunities; a provider of an ideal environment; a creator of conditions wonder which natural development takes place.

In the words of Tagore, ‘A teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeat his, lessons to the students , he cannot question them. The greater part of our learning in the schools has been waste, because for most of our teachers and their students are like dead specimen of once living things with which they have a learned acquaintance but no communication of live and love.

A teacher is one who imparts knowledge to the pupils. When a teacher is doing or helping someone else to learn, he or she is teaching is directly related to the quality and the value of learning that is taking place in his students. Further there is no best way to teach what a teacher should do at a particular moment is not something that can be determined from any scientific formula. Successful teachers, like other artists, develop their own ways of getting the results they seek. In a way, all the teachers those who are in teaching profession from kindergarten to university level may not be teaching or behaving uniformly well to the extent of the satisfaction of their students, at least in the classroom. We expect that a teacher should be a good model or a leader; so as to be imitated by his/her students both within and outside the classroom situations. The inter-relationship between the teachers and the taught was well expressed with a degree of difference among teachers through a good saying that:
The mediocre teacher tells,
The good teacher explains,
The superior teachers demonstrates, and
The great teacher inspires.

Among these teachers, the last category would highly be limited and perhaps majority of them would come in the first category and the rest of the teachers may come under the remaining two categories.

Schools are the nurseries of the nation and the teachers are the architects of the future society. So the role of the teachers is crucial in the teaching learning process. Though the worlds like teacher effectiveness, teacher-competence or teaching success are used synonymously, they are different. Rajagopalan, S. (1976) described teacher effectiveness as an ability to produce good results. Whatever it may be, the teacher must have certain qualities like:

- Mastering of the subject matter
- Proper professional training
- Love of the profession.
- Love for children and knowledge of psychology
- Honesty, politeness, sincerity, commitment, patience and tolerance
- Sense of humor, patriotism and sympathy
- Being friend, philosopher and guide
- Sound physical and mental health
• Preparation for classroom teaching and soon.

The present day teacher in India is a by – product of the emergence of the middle class in the late half of the 9th century. In spite of some of the ruminants of the glory of the past that are attached to his calling to this day, it is difficult to maintain that he is a direct linear descendant of his illustrious fore father. Indeed, but for the striking similarities between the jobs, the two - the past and present teachers have performed, or continue to perform, the differences and the distinctions in their social and economic position are so pronouncedly marked that one could ignore them only at the risk of perpetuating a myth, a legend which is as misleading as it is false.

The good teacher has to be up-to date and future - oriented. He is charged with the responsibility of building up the nation through better teaching, good human relationships and problem solving attitude formation. Incidentally, this problem – solving approach is a very important change and the ever increasing complexities upon the teacher to learn to learn how to learn how to resolve problems.

1.3.1 Qualities of a Good Teacher :

The teacher teaching any class should possess the minimum qualifications laid down by the employer, the state. Every teacher as laid down by the education authority must possess minimum qualifications.

Qualities concerning professional requirements :
• **Interest in learners:** The teacher should be interested not only in the subject that he is to teach but also in the learners.

• **Knowledge of Psychology:** In order to teach well, the teacher should have adequate knowledge of psychology.

• **Research-minded:** The teacher should not be a rigid follower of one and the same method in all types of situations. He should experiment several things.

• **Democratic outlook of life:** In this age of democracy, there is a need of teachers with democratic attitude. Only a teacher having democratic outlook of life can succeed these days.

• **Mastery of subject matter:** The teacher should have mastery over the subject matter that he is to teach to the students.

• **Command over the techniques of teaching:** The teacher should be well conversant with various techniques of teaching.

• **Interest in co-curricular activities:** In the present day school curriculum, co-curricular activities occupy a very important place. So he should show interest and participate in various co-curricular activities.

• **Ready for self analysis:** The good teacher is ever ready to improve himself through self-analysis.

• **Punctual:** The teacher has to be with the students and be amidst the students all the time.

• **Respecting the individuality of the child:** The teacher should show due regard to every child.
• **Co-operative attitude:** Every teacher should have co-operative attitude. He/she should be co-operative with students, colleagues, and head master.

• **Free from any type of prejudice:** The teacher’s profession is such that he is expected to remain over and above any type of prejudice.

• **Preparation for classroom teachings:** A teacher can do justice to his profession or job if he/she comes well prepared for the classroom teaching.

• **A true patriot:** The teacher is truly a nation builder. His services help in making others true patriots of the nation.

• **Good relations with the community:** He should establish good rapport with the community: So that his academic problem may be solved with their help.

1.3.2 **Importance of Teacher**:

Dr. Radhakrishnan said, ‘The teacher’s place in society is of vital importance. He acts as the pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guided the individual but also, so to say, the destiny of the nation.

The importance of a teacher in the educational process is unquestionable. However, the entire edifice of education becomes shaky if the teacher is weak and ineffective. An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. After independence, hundreds of crores of rupees have been spent to open new schools and provide them with adequate equipment and other
facilities. Lakh’s of rupees have been spent on committees and commissions to deliberate and recommend methods for bringing about qualitative improvement in education. As a result of those working in the field of education, we have endeavored to develop better curriculum, textbooks and teaching aids. Considerable efforts have been made to devise better means of techniques of teaching and assessing students achievements. But this is of no use and developmental targets are bound to remain unachieved unless schools are staffed with effective teachers. It is they who influence and shape the competence and character of boys and girls.

If competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and textbooks and curriculum may be appropriately adopted to community requirements, if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted.

School is a place where the rights of the children are being protected. In this context, the teacher plays an important role in protecting the rights of the children.

Improved physical facilities, teaching techniques, etc., no doubt, supplement a teacher’s efficiency, but these cannot be substitutes for effective teachers. The importance of an effective teacher in the educational process is
indeed indisputable.

1.3.3 Status of the Teacher:

In noble profession like teaching, very often people are heard saying that there is no status for the teacher. Their status, in fact is going down day by day. The teacher of today is not respected much. There has come a huge difference between the status of the teacher that he possessed in the past and the one that he has got now.

There could be many reasons behind the low status of the teacher. The various alternations could be: 1. The teacher himself, 2. The student community or 3. The policies of the country. The social status, the salaries and the general service conditions of teachers are far from satisfactory.

The following points, in this regards, are worthy of consideration,

- The teacher is over burdened with work. According to the norms of the department, every school teacher has to teach at least 36 periods per week. Teaching 6 periods a day and many times 7 periods a day is quite a tough job. This quantum of work makes teacher physically and mentally fully exhausted at the end of the school hours.

- Apart from teaching work, every teacher has to attend to the register work, record work, activities like games, co-curricular activities, etc. that means teacher is busy with school routine almost every minute of the school.

- The class that a teacher is generally required to teach consists of about a hundred students. In such a class the teacher has to speak very loudly. The
language teacher’s condition is almost pitiable. He is also required to correct the note books of the students over and above his classroom teaching.

• Comparatively speaking with other professions, teacher’s economic condition is not very sound.

• Frustration prevails in the minds of the teachers, as the society does not recognize their worth. The teaching profession is considered to be a lower type of profession.

Illustrated Oxford Dictionary of English says, academic means “a scholarly; to do with learning. Involvement means to participate or share the experience”. Academic involvement is the active participation of a person in the process of teaching and learning with great concern or interest. Academic involvement is the close relationship of a person in related activities of the school. It is the enthusiasm that one who feels when he cares deeply about something which is related to the work done in schools, colleges and universities especially work which involves studying and reasoning. Moreover this means involvement of teachers in all academic activities of the institution and their dedication and commitment in the work

1.3.4 Characteristics of Teacher with Involvement:

• Teachers should have deeper faith in the philosophy of education and the present day Aims of education.

• They should have a better knowledge of the curriculum including syllabus
and to augment it with modern requirements

- They should know the goals and objectives of the subjects and topics to be taught and plan their teaching to fulfill the objectives adopting suitable methods.

- They should know the developmental psychology and also the theories of learning. They cannot dump subject matter harshly.

- They should know the classroom management and good communication techniques. They should plan well.

- They should have acquired skills in applying proper methods and techniques of teaching.

- They should motivate the students to learn and acquire skills.

- They should know how to bring about the abilities and skills already hidden in the students. The teacher is only a guide, a director, or a felicitator to help the students for developing their abilities. They cannot be dictators. They should be kind and affectionate and should never threaten or frighten.

- They should be a model worthy of emulation and should practice what they preach.

- They should continue to learn so that they could teach latest updated knowledge.

- They should aim at total personality development a better citizen with feelings of national integration and international understanding.
Another characteristic of the teacher with involvement is the use of variety of instructional aides such as audio visual aids, slides, models, movies, tapes, filmstrips, recordings and simple instructional aides, the blackboard. An outstanding hallmark of the good classroom teacher is the use of imagination and resourcefulness in presenting learning situations. The teacher with academic involvement is not necessarily exhaustive, covering the subject the way a carpet covers the floor, and he is selective, revealing the guideposts by which the students can themselves travel more deeply into the subject. His teaching is suggestive; connective. It leaves the students not overwhelmed by facts, but richer by a few insights and with a growing sense of independence. Commanding the performance is a recognition that students, too can read and think and work that what they need most is stimulating direction. Of course the teacher does not conform to anyone pattern; in teaching as in every art there is individuality. In terms of his own personal make up, his training, his particular subject matter, each teacher can develop as an artist, capitalizing upon his own special inherited or acquired talents. But there are basic skills principles of good teaching, as in an every art, and it is only by mastering these and adopting them to his style that he can develop proficiency in teaching.

1.3.5 Role of Teachers with Involvement:

The teacher’s main role in relation to pupils, indeed the most significant of all his roles, is that of mediator of learning. In this role, he transmits knowledge and directs the learning process. In somewhat different terms, the
The main role of the teacher is to induce socially valued change in his pupils. This is at once the crux of the teaching profession and the most important criterion of the teacher’s success. In contrast to the other roles that we shall discuss presently, it is in the role of mediator of learning that the teacher tends to be most sure of himself. What is to be taught and how it is to be taught is the teacher’s main stock in trade. Most of his professional training has prepared him for this role his courses in curriculum, in methods, and in educational psychology. It is also within this role, as contrasted with others that the teacher’s behavior is the most highly ritualized and formalized. Subject matter can be defined and divided, lesson plans can be followed. There are well defined criteria for measuring success in this role. The child can be tested and graded; and the teacher’s own success is often measured in terms of the pupil’s progress.

**1.3.6 Professional Ethics of Teachers:**

A teacher plays significant and main role in classroom teaching learning situations. All the activities of teaching are controlled by the teacher. He dominates the classroom climate. It is assumed that teacher has the mastery of subject and possesses mature personality while students have less mature personality. It further assumes that the teachers have the capacity to care out the order and the students obey the teacher

**Curricular activities:**

Teachers plant seeds of knowledge that grow forever. It is generally agreed that the goodness of any educational system, to a great extent is
dependent on the quality of teachers. An institution may have excellent material resources like equipments, building, library and infrastructural facilities along with a curriculum appropriately adopted to suit the community needs, but if the teachers are misfit or indifferent to their responsibilities the whole programme is likely to be ineffective and useless. A better teacher can manifest a change in the student if he is an effective teacher. He imparts the entire educational curricula allotted to him in the best possible academic performance, high moral and good interpersonal relationship with all the staff, active involvement in the decision making process and an optional development of all-round personality of students. He is a repertoire or organized skills, knowledge, attitude, values and abilities which help him to perform this task. The main responsibility of a teacher is to ensure that goals of education are attained. The teacher strives to achieve an all-round development of students through various subjects. He/she provides instruction to the students, motivates them for learning, helps them to rectify their mistakes, guides them to different situations, and evaluates their performance.

**Co-curricular Activities :**

The co-curricular activities in the new system of education have quite an important place. It is felt that participation in co-curricular activities help in the growth of a well-balanced and well-adjusted personality. It creates a group feeling of oneness brotherhood, broadens the outlook that develops a catholicity of spirit and tolerance, which are necessary for good citizenship. To ensure the
all-round development of students, a teacher has also to organize such co-
curricular activities as games, sports, quiz, debates, excursion, tours, field trips,
etc. These activities include common observance, sports, plays, art shows,
excursions and picnics.

**Professional Growth :**

Teachers should receive realistic training that truly prepares them for what they will face in classroom. If teachers were prepared as professionals for the specific task of teaching, fewer numbers especially among beginners would become dropouts. If teachers were better able to understand children with backgrounds and cultures different from their own, they would be more capable of facing and coping with the pressures of contemporary urban and educational realities, and manage and manipulate them into a more meaningful relevant experience. This facet too, could be part of a teacher’s education. Our teachers even those few creative ones, fall victim to routine, ancient and outdated patterns of education rather early in their careers with the result that an outdated pattern of education still persists in spite of the urgent need to channelize education to solving the challenge of the growing and frightful number of problems which are slowly but surely strangling mankind. There can be no professional growth if our teachers live in a world of their own, concentrating on textbooks, discipline, curriculum and examinations. Our teachers should find time to read, think and discuss matters connected with their profession. The Education Commission (1964–66), “A sound programme of professional
education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions.” Dave, Technical Director of UNESCO Institute of Education in the UTE Monographs No.1 says, “Teachers should themselves become lifelong learners and set a good example to the youngsters in their charge”. The International Commission on the Development of Education in August 1972 has proposed life-long education as the master concept for educational policies in the years to come for both developed and developing countries.

**Relationship with Students:**

The teacher is a professional with a difference. An engineer deals with machines, shopkeeper deals in commodities; a clerk or an officer deals with files; a worker processes raw material, but a teacher deals with living human beings like children who are alive to the nobility of the profession and its accompanying responsibilities. A teacher is concerned not only with the intellectual development of his students but also with their moral, emotional, civic, and aesthetic and even career development. The teacher is expected to show love and concern towards his students. Empathy is another great virtue that the teacher should possess. With this quality the teacher can understand his students both emotionally as well as intellectually. The teacher is also expected to promote spiritual and moral well being of the pupils. Values like honesty,
truthfulness, loyalty, punctuality, cleanliness are imbibed among the pupils through the observation of the teacher’s behavior. Secondary Education Commission (1952-1953) reports that, “He that governs well, leads the blind, but he that teaches gives him eyes”. The teachers play an important role in molding and shaping the attitudes, habits and manners above all the character and personality of the students.

The teacher student relationship is perhaps the most profound and consequential of working conditions for teachers, the one that most directly affects their commitments to work and their motivation to learn. At all levels of schools, teachers own sense of efficiency is bound closely to the success and satisfaction they are able to find with their students. The relation between the teacher and the management or the state may be per dominantly economical but the relation between the teacher and the pupil is predominantly ethical. The teacher is a professional with yet another difference. The teacher is not a tape-recorder, but a living dominating personality. The teacher is a professional with a prestige in the eyes of his students. The students have their personally continually acted upon by the personality of their teacher for the most part of the day, for the most part of the year, and for the most part of the formative period of their life. So the first obligation of the teacher is to understand the students and encourage them in the pursuit of knowledge and skills; to prepare them in the ways of democracy and help them to become the useful citizens of the country.
**Relationship with Community:**

Teacher has a dynamic role in the community. One of the major roles is to promote the importance of education among parents so that they enroll their children in school. Sarvapalli Radhakrishnan (1888-1975) Indian Educationist and Philosopher says, “The teacher is like the candle which lights others in consuming itself”. A teacher does not live for himself, but for his pupil and for the truth that he imparts. He helps through his pupil to the nation in the process of reconstruction in spite of his own difficulties. In order to ensure utilization of material and human resources of the community for the betterment of the school and to improve the quality of education the teacher will have to develop close and cordial relations with the community. For this, he will have to initiate such action as will ensure the involvement of the community on a continuous basis.

The teacher is resident of a community; a citizen, a worker, perhaps a parent. Since teacher is an educated person and process certain skills that are useful in conducting the affairs of the community teachers have been in demand for church work, for volunteer jobs with the Red Cross and other welfare organizations and for the other useful community services. While over the past two decades, teachers like other professional groups have probably become more actively concerned over civil rights, efforts to eliminate poverty and other national and inter-national problems. Teacher is sacred object, a social reformer and as public servant. Teachers are in a privileged position to enjoy the respect of the community. They are gurus; most parents and members
of the community look up to them for high standards of scholarship, character, social and moral virtues. Teaching learning process becomes effective only when teacher community relationship operates in a friendly, co-operatively and constructive manners.

**Relationship with Administration work :**

The headmaster and teachers can educate each other about new developments in educational theory and practice. Teachers are responsible to bring the desired standards of conducts in the school. The tasks involved in the internal administrations of high schools have to be performed irrespective of the title of the administrator. The usual assumption is that administration is the high school headmaster. In larger schools, many of the duties of the administration will be performed by the assistant headmasters and other members of the school staff. Now teacher’s participation in school administration is gaining importance and also essential for school quality and academic goal achievement.

**1.4 ACADEMIC INVOLVEMENT :**

Illustrated Oxford Dictionary of English says, academic means “a scholarly; to do with learning. Involvement means to participate or share the experience”. Academic involvement is the active participation of a person in the process of teaching and learning with great concern or interest. Academic involvement is the close relationship of a person in related activities of the school. It is the enthusiasm that one who feels when he cares deeply about
something which is related to the work done in schools, colleges and universities especially work which involves studying and reasoning. Moreover this means involvement of teachers in all academic activities of the institution and their dedication and commitment in the work.

Teaching being a profession, assumes that every teacher needs to stand careers of young people committed to it. Teachers involvement cannot be taken for granted in the present day context. Teachers are entrusted by the community to shoulder the crucial responsibility of shaping the present generation for the future through the process of teaching and learning. The major implication of this should be to make learning a joyful experience. Teachers should make all possibilities into realities by applying respect to the work, being focused on the responsibilities and by having a balanced approach they can actively participate in all academic activities. Teachers must work with involvement to bring up a generation of young minds, and as a result of their dedication and determination, they would be truly instrumental in bringing out from the temple of learning. Teachers should work hard to make their students as intellectually vibrant, emotionally stable, socially responsible, physically fit and more than everything really as good human beings. A Teacher should be in love with his profession. He should be conscious of his noble role of the creator who is to design the lives and

Need for Academic Involvement of Teachers:

The American National Man Power Council (1971) stated the
importance of teachers as, “The services of teachers are vital for the welfare of
the country and every individual. Beyond this the nation’s teachers directly
influence quantity and quality of the services provided by all other
professions”. The National Curriculum Framework has visualized a change in
the teacher’s role, from that of a mere transmitter of information to that of a
facilitator of learning. It has been visualized that teaching learning strategies
may assume a variety of modes and may involve a variety of activities on the
part of learners and teachers, viz, observation, collection of materials and
information, demonstration and experimentation, project, assignments, play
way, dramatization, group discussions, inductive-detective teaching, problem
solving, discovery learning, etc. The use of these strategies will go a long way
in making the transaction of curriculum, child–centered. The policy interprets
evaluation as a comprehensive and continuous process. The route of this idea
lies in the fact that growth in human beings takes place simultaneously in the
divorce dimensions of the personality of pupils.

In the past teaching was considered as a noble profession and the
teachers lived with a mission without aspiring for the material gains. But with a
changing scenario teaching has become a vocation, a way of earning one’s
livelihood to exist respectably in the present competitive society. So the value
dedication devotion and commitment to the vocation seems to be
conventionally forgotten. So the work spirit, work culture and work ethics
prefunded by the Bhagavat Gita stands contradicted. Our nation needs a
regiment of qualified and dedicated teachers with adequate potentiality for
developing new generations with strong values and wisdom. Therefore a teacher not only needs with heavy degrees but should have a vision, capacity and involvement to impart meaningful knowledge and inspire students for achieving creative ends in life.

1.5 JOB SATISFACTION:

Job Satisfaction is an attitudinal reaction to the job as it represents the feeling of individual about how happy or unhappy he/she is with various aspects of the job. According to Gilmer (1996),” Job Satisfaction or dissatisfaction is a result of various attitudes the person holds towards his job as well as life in general.”(P-209) Generally socio-economic background and personal traits constitute the most important psychological backdrop of job behavior and attitude of a person. Therefore a teacher’s background and related factors play an important role in determining his Job Satisfaction. The factors like status of the service, salary, social contacts and mobility, father’s status, etc have an important bearing upon Job Satisfaction of an employee. Ramasamy (1997), Job Satisfaction is an attitude of workers under certain circumstances. It may be defined as a positive attitude of workers to a particular job and job environment. It is a favorable emotional state.”

Theories of Job Satisfaction:

This sub- section is an attempt to summarize a brief discussion of the available theories of job satisfaction that will give the theoretical understanding
of job satisfaction.

**Conventional Theory of Job Satisfaction:**

Conventional job satisfaction has been interpreted as an un-dimensional concept. This approach explains job satisfaction as the total body of the feeling and individual has about his job. This feeling being made up of both job related and environment related factors, the interaction, which causes fluctuation between a condition of satisfaction and dissatisfaction. Midway between satisfaction and dissatisfaction is a condition of neutrality, in which individual is neither satisfied nor dissatisfied.

**Two Factor Theory of Job Satisfaction:**

Two factor theory of Job Satisfaction was the first significant step towards a multi-dimensional description of job satisfaction. In contrast to the conventional uni-factor approach, only intrinsic work element called satisfier or motivators could generate job satisfaction, conversely extrinsic elements called dissatisfied gave rise to job dissatisfaction. Thus they concluded that satisfier may range up waved from neutrality. Disserts may range down dared from decitrality. And thus, job satisfaction is made up of two unpopular traits. This theory is also referred as duel factor theory.

**Expectancy Theory of Job Satisfaction:**

Prof. Room has proposed a cognitive model of motivation in the job. The key variable in Room’s model is valence. Valence refers to affective
forestations towards particular outcomes. The outcomes may be positive or negative. If one outcome has positive valence, this means that an individual would like to achieve it. While another outcome with negative valance is one that a person prefers not to attain. He says that, there are considerable evidence indicating that persons report of the attractiveness of their job are directly related to the extent to which their jobs are instrumental to the attainment of outcome which might be assumed be generally attractive to persons.

Reference Theory of Job Satisfaction:

An alternative to the theoretical formulation of job satisfaction, Prof. Smith proposes that job satisfaction is a function of job satisfaction is a function of the perceived characteristics of a job in relation to an individual frame of reference. According to this view, job satisfaction is not an absolute phenomenon but is relative to the alternative available to the individual.

There seem to be three main theories of job satisfaction. While these may springs from different traditions outlooks, there does not seem to be some basis for integrating them into a relatively consistent frame work.

The Need fulfillment Theory:

This theory originated from two logical assumptions, (a) a person is satisfied when he gets what he wants (b) the more he wants something or more important it is for him, the more satisfied he will be when he obtains it and the more dissatisfied he will be when he does not get it.

Vroom has suggested to methods of measurements of job satisfaction
(the subtractive and multiplicative) based on this concept of it being a direct function of the extent to which an environment corresponds to ones need structure.

The subtractive model proposes that job satisfaction is a direct function of the discrepancy between a persons needs (importance attached to them ) and the extent to which the environment provides satisfaction or fulfillment of these needs ; the greater the discrepancy the less the satisfaction while a smaller discrepancy would indicate greater job satisfaction.

Vroom has shown that, the use of this subtractive model may sometime distort results, for example, individual with need (importance) levels of land fulfillment level of 1 would be on the basis of this model rated as having same satisfaction individual with a need level with score of 10 as fulfillment level of 10 (discrepancy scores : 1- 1=0 and 10-10 = 0 are the same in each case). Vroom therefore, suggested the multiplicative model where in the individual need scores are multiplied by the fulfillment scores and the products for the varies needs added to give overall job satisfaction scores.

Experimental evidence has provided some support for both the models mentioned, without establishing the clear superiority of over the other. Yet other studies seem to suggest, that the need fulfillment theory is only partial answer in the search of an adequate theory of job satisfaction.

**The Social Reference Group Theory :**

This theory does not focus interest on the needs, desires or interest of a
given individual but on the opinions and beliefs of the group to which the individual refers for guidance; such group is known as reference group. According to the theory this satisfaction of an individual depends upon whether or not the job meets the interests, desires and requirements of the reference group. Hulin obtained strong support for this hypothesis in a study involving female clerical workers. With job satisfaction being held constant, he found that a person living in a well to do locality was likely to like his or her job; this may be attributed to the fact that individuals from these localities have a higher reference level in evaluating job conditions.

**Herzeberg’s Motivator – Hygiene Theory:**

This theory has stimulated a lot of research; its findings have however not always satisfied its assumptions. It was developed by Herzebergs, Mauser and synderman and its rationale is provided by Maslow’s (1964) theory of hierarchy of needs. According to this theory man’s needs are satisfied or fulfilled in a certain hierarchy of importance. Thus certain basic psychological needs such as those for food and water, for security etc., must be before the emergence of other social needs such as those for belongingness, love recognition etc. Again the satisfaction of these needs is necessary before other higher order needs such as those of self actualization etc. can be fulfilled. Herzeberg contents that in the contemporary American Society the basic needs are generally satisfied and hence job satisfaction will usually be dependent upon the fulfillment of the higher order needs in the hierarchy (self
These considerations led Herzeberg to propound the two factor theory of job satisfaction, whose propositions may be summarized as below:

a) Job satisfaction is a function of the environment, supervision, co-workers and general job contact; these may be termed as the ‘hygiene’ factors.

b) Job satisfaction is a function of challenging and simulating activities or work contact, these are termed as the ‘motivator’ factors.

A great deal of the evidence which did not support Herzeberg’s propositions attributed to the use of restricted samples of occupations and the methodology of data collection. Eg. The use of open-end reporting in which subjects were required to describe their most satisfying and dissatisfying incidents in a job. While a number of studies point to these limitations and a tendency towards over simplification there is some reasons to believe that motivators are considered more important than the hygiene factors in job satisfaction. From the view point of Korrman these finding can probably be accounted for in terms of the social reference group theory.

**Importance of Job Satisfaction for Teachers:**

Job occupies an important place in one’s life. If a person is satisfied with his job, his mental health is intact, produces better quality and there are various other person is satisfied in his job only when opportunities for satisfaction of his social and ego needs are provided. Satisfaction is an emotional response. Teaching is an immensely rewarding higher value of life being achieved
through this profession. Unless and one feels satisfied in his profession he cannot execute the values of his noble profession. Satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals. The successful running of any educational system depends mainly upon the teacher, the pupils, the curriculum and the facilities. Of course, the teacher is the most important one and the pivot on whom the entire educational structure rests. Job satisfaction involves liking for the work and acceptance of the pressures and aspirations connected with that work. Scheneider and Snyder explained Job satisfaction as follows; it is most adequately conceptualized as a personality evaluation of conditions existing on the job or outcomes that arise as a result of having a job. It is the perception of internal responses. All types of work not inherently satisfying. People engaged in the work which is not satisfying in itself naturally look for satisfaction does promote happiness, success and efficiency in one’s professional activity.

Every profession has got certain aspects conducive for Job satisfaction. At the same time it has other aspects that lead to dissatisfaction. Teaching profession is not an exception. If it is possible to isolate other factors of dissatisfaction, attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. There is no gainsaying the fact that unless the teacher is satisfied
with his occupation, he cannot deliver the goods satisfactory.

Factors Influencing Job Satisfaction:

Job Satisfaction is caused by many interrelated factors and it is very difficult to isolate these factors. Sometimes all these factors work and the importance of various factors appear to change from one situation to another.

Status of Service:

The status and prestige of a service in society has an important bearing on Job Satisfaction of its members. Generally, it is assumed that higher the status of a service, higher would be its Job Satisfaction.

Job Nature and Work Attitude:

Nature of job is one of the human factors which influence the work attitude or job attitude and ultimately Job Satisfaction of the employees. Generally, if an employee likes his job, his behavior will be positive expressing high Job Satisfaction and vice-versa. The job likeness depends upon many factors like school system, necessary equipments in the school.

Service Conditions:

Conditions of service play an important role in maintaining Job Satisfaction in the personnel. A general hypothesis is that better the service condition, higher is Job Satisfaction. Similarly high prestige, high status, salary, better opportunities to development etc are very essential to create willingness.
for remaining in service which gives attitude towards the job. Hence high affirmative attitude will definitely produce high job satisfaction among the members of the service.

**Intra Organizational Relationship :**

Job attitude and job behavior of an employee are also influenced by the relationship among and of the employees with other groups like superiors, colleagues, subordinates, public, politicians, experts of departments etc. Interpersonal relationship is one of the most important indexes to determine Job Satisfaction. Generally it is assumed that better the relationship among employees higher is their Job Satisfaction.

**1.5 FACTORS RELATED TO JOB SATISFACTION :**

According to Herzeberg (Kokila Thangasamy 2006) Job Satisfaction factors are of two types.

**Motivational Factors :**

The factors that lead to high Job Satisfaction are called motivational factors or motivators. Motivational factors develop positive feeling towards a job. The presence or absences of the following factors lead to Job Satisfaction among teachers.

- Achievement
- Recognition
- Teaching work itself
- Responsibility
- Advancement

**Maintenance Factors:**

The factors that lead to dissatisfactions and discontentment are called maintenance factors. Maintenance factors develop negative feeling towards a job if they are not met.

The following factors cause Job Satisfaction among teachers.

- Institutional policies and administration
- Quality of supervision
- Salary
- Interpersonal relations
- Working conditions
- Status
- Job Security
- Communication

A professionally satisfied teacher thus has a friendly attitude, greater enthusiasm and higher value pattern. Such a teacher contributes immensely towards the education advancement of students and those teachers are born to any educational institution.
1.6 SELF-CONCEPT:

Self-concept refers to self evaluation or self perception, and it represents the sum of individual’s beliefs about his or her own attributes. Self-concept is the mental image one has of oneself. Self-concept is the total picture a person has of herself/himself. It is a combination of the traits, values, thoughts, and feelings that we have for ourselves. Self concept is developed early in life and affects the way that person functions in his/her environment. Children develop self concepts through what they believe the important people in their life feel about them. Self-concept is an individual’s awareness of his/her own identity. There are three aspects of this concept: self-image (of what the person is), ideal self (what the person wants to be) and self-esteem (what the person feels about the discrepancy between what she is and what she would like to be) (Lawrence, 1996).

As the individual undergoes new experience, he accepts or rejects them in terms of their significance with his present evaluation of himself. He thereby maintains his individuality and avoids conflict. The self-concept may best be considered in terms of attitudes towards oneself. All attitudes are important determinants of behavior, but attitudes towards self are, of course, more basic than those in which the person is less ego-involved and they are, therefore, more potent in determining his behavior.

Meaning of Self-Concept:

It is the understanding and knowledge we have our own existence. It is
how we see our self in relation to others and to our surroundings. As children develop an appreciation of their inner mental world, they think more intently about themselves. During early childhood, the self expands as children begin to construct a self-concept, the set of attributes, abilities, attitudes and values that an individual believes defines who he or she is. The term concept has been defined in a number of ways, Boring, Langfield and Weld, “A concept is a ‘general idea’, an item in thinking that stands for a general class.” To possess a positive or healthy self-concept we must,

- Know Yourself
- Love Yourself
- Be true to Yourself

**Carl Rogers Theory of Self-Concept:**

Carl Rogers’s theory was that people do things out of free will. His theory is called Self Theory. He also stated that the self is concerned with distinguishing ones values and understanding their association to other people. Rogers said the self is the brain of the person. It shows who and what one person is. Rogers believes that the solution to pleasure and vigorous modification is the reliability between one’s self-concept and ones knowledge. Rogers understood that we all build up a need for self esteem. He alleged that we harm others or do something in rebellious ways only when we are irritated in our efforts to build up our potential. Rogers said that children in a lot of families feel it’s bad to have ideas and thoughts of their own about numerous things like political, religious, or sexual matters. When their parents disapprove of their thoughts they consider themselves rebels and think their feelings were
wrong. If they want to have a consistent self-esteem, they may have to forget about their real feelings and forget about themselves. According to Rogers the path to self-actualization involves getting in touch with our real feelings and acting on them. This is the main goal of person-centered therapy. Theory of Personality Development Rogers’ therapy was an extension of his theory of personality development and was known as client centered therapy, since the basis of the therapy was designed around the client. According to Rogers each person has within them the natural tendency to continue to grow and develop. As a result of this the individual's self-esteem and self-actualization is continually influenced. This development can only be achieved through what Rogers refers to as "unconditional positive regard." In order for an individual to experience total self-actualization the therapist must express complete acceptance of the patient. Roger's found that this was best achieved through the method of "reflection", in which the therapist continually restates what the "patient" has said in an attempt to show complete acceptance and to allow the patient to recognize any negative feelings that they may be feeling. Throughout the counseling session the therapist may make small interruptive comments in order to help recognize certain issues. For the most part the 18 "patient" is allowed to direct the course of the session. Rogers began to use the expression "client" instead of "patient" due to the fact that the individuals that he was counseling did need help but not within the same regard that a medically ill person does. These persons do not need to totally give in to themselves to a medical expert although they do need help. Today throughout the field of
psychology it is a worldwide performance to address the individual as a client instead of a patient.

**How to Improve our Self-Concept:**

Questions such as, “Who are you”? and “Who am I?” have been asked for more than a hundred years are psychologists, beginning with William James (1890), have endeavored to determine the specific content of the individual self concept Ziller, (1990). A self-schema would include our past experiences, our detailed knowledge about what we are like now as opposed to in the past and our expectancies about the changes we will undergo in the future. In other words a self-schema is the sum of everything a person remembers knows and can imagine about her or himself. It helps to have a clear conceptualization of who you are now and who you want to be in the future. Because the self is the center of each person’s social world and because self- schemas are very well developed, it follows that we are able to do a better job of processing self-relevant information than anything else. This phenomenon is known as the self-reference effect.

- Identify & recognize our strengths to improve confidence.
- Learn to praise our self.
- Develop a positive attitude.
- Spend time with supportive friends.

**Characteristics of Self-Concept:**
The concept of self has its origin from the personality theories very closely related to the nature of personality. It is the concept of self, which is gaining increasing significance in modern psychological forces innate as well as environmental. The individual perception or view of himself is known as his self-concept. The self-concept operates as a guide to behavior and a criterion for conduct. Self is a developmental formation in the psychological makeup of the individuals, consisting of interrelated attitudes that the individual has acquired in relation to his own body and its parts to his capacities and to objects, persons and family and to regulate his relatedness to them in concrete situations and activities.

Broadly speaking, self-concept is person’s total subjective environment and a distinctive center of experience and significance which results from the evolitional interaction with others becoming consistent perspective of “I” and “me”. It includes,

- Cognitive components such as individual’s perception of his physical attributes and self-perception of himself, his abilities, purposes, beliefs, moral commitments and values.
- Affective components such as feelings, sentiments, moods, etc,
- Capacity of self-evaluation such as approval or disapproval.
- Attitude components.

An individual is not born with self-concept nor does he inherit, but he forms it as a result of his experiences and capacities. Self-concept is a required
image of an individual. As a result, this image changes like any other dynamic, behavior of the individual from early to later stages of his life.

**External Factors Affecting Self-Concept:**

Though people often make an effort to change their self-concept, most changes occur as the result of factors other than the desire for self improvement. Changes are likely to occur as one ages, because different demands are made on us at different ages. In addition, change is very likely to occur in response to feedback that is inconsistent with one’s current self-schema.

Entering a new occupation also tends to bring about changes in one’s self-concept. Research indicates that becoming a police officer results in new and different self-perceptions. Visualize the probable changes in a late adolescent who is working at a fast-food outlet, then passes an entrance exam and becomes an officer of the law. Instead of the outfit he or she now wears uniform, carries weapons and given responsibilities more demanding and serious than asking if a customer would “like fries with that”. Thinking of oneself as an electrical engineer is very different from thinking of oneself as someone who is unemployed. Less impactful events can bring about changes in self-concept. Even same-sex college roommates reciprocal process in which self-perceptions influence the other person’s perceptions and those perceptions in turn affect self-perceptions.

**Techniques for Building Self-Concept:**
Some of the techniques for building self-concept are as follows:

1. **General Teaching Technique** :

   Many students with learning disabilities have poor self-concept. The development of positive self-concept is important to a student’s school success, motivation and future learning.

2. **Effective Teaching** :

   It leads to academic progress some of the factors that are noteworthy for self-concept development are: a) Provide success, b) establish realistic goals, c) monitor progress and provide positive feedback, d) provide supportive learning environment, e) teach students to be independent learners.

3. **Provide Encouragement and Support** :

   To establish a positive relationship between a teacher and a student and a healthy rapport should be maintained and appreciate students with a learning disability. This will help them to realize their potential.

4. **Set Reasonable Goals and Provide Feedback** :

   Individual feel good about themselves, when they work hard to achieve a worthwhile goal.

5. **Promote Positive and Long Interactions** :

   Teaching of students should be positive which benefits individual
student. If the students can learn to interact positively, they will receive pleasant and friendly reactions in return. A creative teacher can also design activities and games in which children with a learning disability and fostering the feeling of success and self-worth.

1.7 EMOTIONAL INTELLIGENCE:

Emotional intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one’s own and other’s feelings and emotions to discriminate among them, and to use this information to guide one’s thinking and action. Emotional intelligence involves the ability to use this information to guide one’s thinking and action. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and / or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.
Emotional Intelligence and Organizations:

It is unrealistic to set aside our emotions and feelings in workplace. Organizational life requires that we work together side by side for eight to twelve hours a day. We spend more time with coworkers than we do our friends, spouse or children. Feeling and opinions just do not go away because we walk into workplace. At work, we can put on work clothes, but we cannot take of our emotions, so what happens to our emotions at work? They go underground and become a powerful invisible force.

Daniel Goleman an American psychologist developed a framework of five elements that define emotional intelligence:

1. Self-Awareness:

People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don’t let their feelings rule them. They are confident—because they trust their intuition and don’t let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

2. Self-Regulation:

This is the ability to control emotions and impulses. People who self-regulate typically don’t allow themselves to become too angry or jealous, and they don’t make impulsive, careless decisions. They think before they act.
Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

3. Motivation:

People with high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long term success. They are highly productive, love a challenge, and are very effective in whatever they do.

4. Empathy:

This is perhaps the second most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent in managing relationships, listening, and relating to others. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

5. Social Skills:

It’s usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.
Importance of Emotional Intelligence:

Emotional Intelligence (EQ) is sometime described as more important than IQ, since EQ helps us to understand our life, our values better. Psychologists have established through various tests and scientific evaluations that having better Emotional Intelligence is a must for making healthy choices in every aspects of life.

Daniel Goleman has suggested that there are five components of EQ:

1. Knowing our own emotions:

   Emotions are termed as powerful reactions. It means to say that everyone should be aware of his emotions. However, this is not the case. It has been proved that some are highly aware of their emotional side of life, and others are perfectly oblivious to their emotions. It has some serious implications for day-to-day life. If one is not aware of his emotions how can one make a judgement like whom to marry, which car to buy. Second, it has been observed that when one is not has any inkling about one’s emotions then they are found to be low in expressiveness. Expressiveness means showing your expressions through facial expressions, body language, and other gestures. Lack of expressiveness hurts in terms of interpersonal relationships since, other people will find it tough to decipher the inner world of that person. Hence, being aware of one’s emotions is a must.

2. Managing your own emotions:

   In day-to-day life, often we try to manage our emotions. It is like
regulating the nature, intensity and expression of concerned emotions. If we don’t get expected grade in the examination, we try to remain calm before our parents, nevertheless, the emotions running behind our face is not good. Managing emotions is very much important for your mental health and for keeping your interaction with others efficient.

3. Motivating ourselves:

To get something special in our life, one thing that matters most is self motion. Motivating oneself to work hard and be on right direction is one of the main aspects of Emotional Intelligence. Being high in this can give surprising results for any individual.

4. Recognizing and influencing others’ emotions:

This relates to the ability to understand others exactly. It is to recognize their mood and the emotions that they had at any point of time. As life experience says, this ability is very much valuable in practical settings. For example, understanding others mood and emotions exactly can say us whether it is the right time or not to ask for a favor.

5. Handling relationship:

Handling relationship is the most important point of strong interpersonal relationship. We have seen many people who handle relationship very well and in the process become successful. On the other hand, some people, some people make a total mess of their interpersonal relationship.
Need and Significance of the Study:

The issue of teachers is becoming a priority educational phenomenon and it is no mere platitude to state that good quality education needs good teachers. It is no mere platitude to state that good quality education needs good teachers. It is quite difficult to estimate the influence of teachers on the pupils and the role of a teacher in molding the character of thousands of pupils is tremendous. In Indian thought the teacher is assigned many splendid roles, he is guide, purveyor of philosophy and knowledge. In another sense, a teacher-Guru is an advanced traveler on the path of knowledge. In fact, man evolves as a human being through learning process with the help of a teacher. If learning is a process, the construct for teaching or imparting that skill is the teacher.

If teachers acquire commitment, dedication, love and other essential competencies, and if they are enabled and empowered to perform multiple tasks in the classroom, then he/she will get respect in the school as well as in the community in a genuinely professional manner. It is certain that to provide the best education, the best teacher should be necessarily equipped with skills and competencies. This is true especially at the primary level where the role of a teacher becomes limitless and infinite since he inculcates the values and positive attitudes in children. However enlightened may be the aims of education, however up-date the equipment, however efficient the management, unless the teacher is competent, the whole system of education becomes corrupt and collapses gradually. Therefore, it is a matter of common sense that the best way to provide quality education, is to empower teachers with required
competencies. They should be properly enlightened, educated through proper training and develop sense of responsibility and love towards his profession and with rapid expansion of primary education both in number and extent, the teacher must come out of teacher educational institutions with great perfection in teaching competencies and allied aspects.

In a developing society teacher has assumed a great responsibility to bring out good citizens who could carry out the profession in a dignified and productive manner. If better services are expected from a teacher and if it is desired to effect and hold better talent in the profession, he should have involvement in the academic activities. Academic or job involvement influences the employees performance and enhances productivity of an organization. The teacher in the emerging Indian society has a pivotal role in the social reconstruction, the transmission of wisdom, knowledge and experience from one generation to another. Children are the potential wealth of a nation. They are always exposed to the influence of the teacher. A teacher is not only a custodian of national values but also an architect par excellence of new values. In fulfilling educational objectives, the role of the teachers must naturally be seminal. In 1968 Resolution of National Policy on Education, emphasis on quality improvement and planned, more equitable expansion of educational facilities was stressed. It was also stated that of all the factors which determine the quality of education, the teacher was undoubtedly the most important. It was on the qualities, educational qualifications and professional competence of the teacher that success of all educational endeavors must
ultimately, depend.

A good teacher should have involvement in all academic activities so that he can take sincere steps to motivate the children towards learning. He should have job satisfaction only then he can work with a free mind and enthusiasm. If he has expected self-concept only then he can enlighten his spirit among the students. If he has emotional intelligence he can able to work effectively. Therefore the investigator undertook a study on primary teacher’s academic involvement.