CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

The literature in any field is the foundation on which all further research work is carried out. The Encyclopedia of Educational Research (1960) rightly pointed out that” The literature is the embodiment of complete information about the knowledge, that a researcher wanted to know .This help the researcher to proceed on proper lines to get the required data.”

According to J.W.Best (1967) “ Familiarity with the literature in any problem area helps the students to discover is already known, what others have attempted to find out, what methods of attacks have been prominent and what problems remain to be solved”.

Practically all human knowledge can be found in books and in library. So the research work needs exhaustive use of such libraries where the related literatures are available.

2.1.1 Purpose and Need of Review of Related Literature:

Borg (1978) feels that the literature in any field forms the foundations upon which all future work will be built. If one fails to build foundation of knowledge provided by the review of the literature ones work is likely to be shallow and will often result duplication.

Review of the related literature besides allowing the researcher to acquaint himself with current knowledge in the field in which he is going to
conduct his research serves the following specific purposes.

• The review of related literature enables the researcher to define the limit of his field.

• The knowledge of related literature, bring the researcher up to date on the work which other have done and thus to state the objective clearly.

• By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely.

• Through the review of related literature the researcher can avoid unintentional duplication of well establishment finding.

• The review of related literature gives the researcher an understanding of the research methodology.

• The final and important specific reason for reviewing the related literature is to know about the recommendation of previous researcher listed in their studies for further research.

Here the present study was undertaken to investigate “An Interaction Effect of Job satisfaction, Self-Concept and Emotional Intelligence on Academic Involvement of Primary School Teachers”.

Therefore the researcher has classified and presented the studies into two categories. They are,

• Studies conducted in India
2.2 STUDIES CONDUCTED IN INDIA:

Studies Related to Job Satisfaction:

Sharma, Asha (2015) made a study on an exploration into the self-concept, job satisfaction and personality characteristics of Harijan and non Harijan school teachers of Bundelkhand region of Madhya Pradesh. The purpose of the study is i) to find out the differences of self-concept between Harijan and non Harijan teachers. ii) to find out the differences of job satisfaction between Harijan and non Harijan teachers. The normative survey method was used for the study. To accomplish the objectives and for collection of data the following tools were used i) Teacher’s Self-concept scale (TSCS) by Geeta Rai and Teacher’s Job Satisfaction Inventory by M.N.Wali. The results revealed that non Harijan teacher’s have more self-concept than i) Harijan teachers and both. Harijan and Non Harijan, ii) Harijan and total teachers and iii) Non Harijan and total teachers makes evident that there is no significant difference between job satisfaction of Harijan and Non Harijan teachers.

Dr. Indira Dhull and Preeti Yadav, (2014) was conducted to study the job satisfaction among senior secondary school teachers in relation to their personality and some demographic variables like gender and locale. For this purpose a sample of 200 school teachers teaching at senior secondary level from various schools was selected randomly. Introversion inventory constructed by Dr. P.F. Aziz and Dr.(Mrs) Rekha Gupta was used to classify total sample of
teachers in two in two types of personality. Further a job satisfaction scale constructed by DR. Amar Singh and T.R. Sharma was used to study the level of job satisfaction among teachers. Mean, S.D, ‘t’ test and coefficient of correlation were used as statistical techniques for analysis and interpretation of data. It was found that there is a positive and significant relationship between the job satisfaction and personality of senior secondary school teachers.

Dr. Ashok K. Kalia and Sushila Sharma, (2014) conducted a study, that aims at investigating the teacher’s ‘effectiveness’ of secondary school in relation to job satisfaction. For the purpose of investigation, descriptive survey method was employed. A sample of 100 male and female secondary school teachers of rural and urban area working in Rothak district of Haryana State was selected by random sampling technique. Teacher Effectiveness scale developed by Kumar and Mutha (1974) and Job Satisfaction scale by Kumar and Mutha (1975) were used for the collection of data for this study. Coefficient of correlation was applied to study the relationship between teacher’s effectiveness and job satisfaction. The study revealed that there is a significant relationship between teacher’s effectiveness and job satisfaction among secondary school teachers.

S.B. Dalawai, (2014) conducted a research on a study of administrative behavior, job satisfaction and role expectations of principals of aided and unaided colleges of education in Belgaum district. The present study was
attempted to study the results of correlation coefficient of principals of aided and unaided colleges of education of Belgaum district from the total 50 schools, 50 lecturers and 200 student teachers were randomly selected for the study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose 2 objectives were framed according to the objectives hypothesis were tested. The result reveals that the role expectation by students increases with increase in administrative behavior of principals of aided colleges of education. The job satisfaction, role expectations by teacher’s role expectations by students and role expectations by parents increases with increase in administrative behavior of principals of unaided colleges of education.

Rotti Veerappa, (2014) conducted a research on a comparative study of job satisfaction and organizational climate of heads with their morale in first grade degree colleges in Belgaum district. The purpose of the study was to compare the job satisfaction and organizational climate of headmasters with their morale in first grade degree colleges in Belgaum district. The sample of the present study there are 15 first grade degree colleges (5 Government 5 Government Aided , and 5 Government un aided ), 15 Heads and 45 Professors who are involved in the present study. The nature of present study is of descriptive survey. Thus random sampling technique was used to select the colleges and random sampling technique was used to select the heads and professors from Rani Chennamma University Jurisdiction, Belgaum District.
The study revealed that: Whenever the job satisfaction increases it support to increases the moral of the principal, individual characteristics, behavior characteristics, group spirit, attitude and community involvement of the principals. Whenever the Organizational climate increases it support to increases the moral of the principal, individual characteristics, behavior characteristics, group spirit, and attitude and community involvement of the principals.

**S.B.Dalawai, (2014)** conducted a research on a study of administrative behavior, job satisfaction and role expectations of principals of aided and unaided colleges of education in Belgaum district. The present study was attempted to study the results of correlation coefficient of principals of aided and unaided colleges of education of Belgaum district from the total 50 schools, 50 lecturers and 200 student teachers were randomly selected for the study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose 2 objectives were framed according to the objectives hypothesis were tested . The result reveals that the role expectation by students increases with increase in administrative behavior of principals of aided colleges of education. The job satisfaction, role expectations by students and role expectations by parents increases with increase in administrative behavior of principals of unaided colleges of education. The role expectations by students increase with increase in administrative behavior of principals of unaided colleges of education. The role expectation by parents
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colleges of education.

Vandana and Harpreet Kaur, (2011) conducted a study on Job
Satisfaction among Government and private secondary school teachers of
various academic streams. Objectives of the study were to compare the job
satisfaction between Government and Private secondary school teachers, to
compare the job satisfaction among secondary school teachers of different
academic streams, to study the interaction among school type and academic
streams with respect to job satisfaction. The sample was 600 secondary school
teachers. The tool used was Job Satisfaction Scale by Singh and Sharma.
Findings were Government school teachers exhibited better job satisfaction
than private school teachers. Science teachers exhibited better job satisfaction
than language and mathematics and social science teachers.

Jasmine Maria Sylvester (2010) conducted a study on Attitude towards
Teaching Profession and Job Satisfaction of Teacher Educators. The objectives
of the study were to study the level of attitude of Teacher educators and Job
Satisfaction in their teaching profession, to find out the significant difference in
Attitude towards Teaching Profession and Job Satisfaction of Teacher
Educators with regards to Gender, Location of the institution and Educational
Qualifications, to compare the significant effectiveness on the level of Attitude
towards Teaching Profession and Job Satisfaction of Teacher Educators with
regard to years of Total Teaching Experience, to find out relationship between
the attitude of the Teacher Educators towards their profession and their Job Satisfaction. A random sample of 100 Teacher Educators of 15 private colleges of education in Madurai district was taken for the study. Attitude towards Teaching Profession Scale constructed by Unbrock and Job satisfaction Scale developed by Bubey, Uppal, and Verma, (1989) were employed in this to find out the attitude of teacher educators towards teaching profession and their job satisfaction. The findings revealed that there is no significant difference between male and female teacher educators with regard to job satisfaction in their teaching profession. There is no significant difference between the teacher educators belonging to urban and rural areas with regard to job satisfaction in their teaching profession. There is no significant difference between teacher educators having M.Ed and M.Phil qualifications with regard to job satisfaction in their teaching profession. Number of years of total teaching experience does not have influence on the job satisfaction in the teaching profession. Attitude of teacher educators towards their profession and their job satisfaction do not have relationship.

Johnson, (2010) conducted a study on Achievement Motivation and Job Satisfaction in Scheduled Caste and Scheduled Tribe Employees. The objective of the study is to compare the achievement motivation and job satisfaction of the SC/ST groups of employees with those of a general group of employees working in the same institutions. To find out the significant difference between the job satisfaction of SC/ST employees and that of a comparable group
belonging to other communities. The sample consisted of 302 persons employed in various institutions of Kerala state. 152 samples belonged to SC/ST and 150 belonged to general category. Findings of the study were SC and ST employees show less achievement motivation than the employees from other communities. SC and ST male employees show more achievement motivation than female SC/ST employees satisfaction is higher in SC/ST employees than in non SC/ST employees. Job satisfaction is higher in female employees than in male employees.

**Jasmine Maria Sylvester, (2010)** conducted a study on Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators. The objectives of the study were to study the level of attitude of Teacher educators and Job Satisfaction in their teaching profession, to find out the significant difference in Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators with regards to Gender, Location of the institution and Educational Qualifications, to compare the significant effectiveness on the level of Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators with regard to years of Total Teaching Experience, to find out relationship between the attitude of the Teacher Educators towards their profession and their Job Satisfaction. A random sample of 100 Teacher Educators of 15 private colleges of education in Madurai district was taken for the study. Attitude towards Teaching Profession Scale constructed by Unbrock and Job satisfaction Scale developed by Bubey, Uppal, and Verma, (1989) were
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Brajesh Kumar and Sabita, (2009) conducted a study on Organizational Health of Elementary Schools and Job Satisfaction of Teachers. The objectives of the study were to find out whether the status of organizational health of elementary schools is satisfactory, whether the status of job satisfaction of elementary school teachers is satisfactory, whether there is positive relationship between organizational health and job satisfaction of teachers of elementary schools. A sample of 184 teachers was chosen from elementary schools of Bhopal city. During the collection of data, the following tools were used School Organizational Health Questionnaire by Peter M Hart and others. Teacher’s Job Satisfaction Questionnaire by Pramod Kumar and Mutha. Findings of the study were Government schools show highly
satisfactory result in participative decision making than that of private and all the schools. Government, Private and all schools show the same status i.e., satisfactory in case of two dimensions, professional growth and supportive leadership.

Chamundeswari and Vasanthi (2009) conducted a study on Job Satisfaction and Occupational Commitment among Teachers. The objective of the study is to investigate if there is any significant difference in job satisfaction and occupational commitment among teachers in different categories of schools, namely, state, matriculation and central board schools and to investigate if there is any significant relationship between the selected variables among teachers in different categories of schools. From the target population a sample of 588 teachers were selected. The research tools used are manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) and Occupational Commitment Scale (Blau, Paul and John, 1993). The data collected was analyze and subjected to suitable statistical techniques. Findings of the study were the matriculation school teachers have better job satisfaction when compared to the state board school teachers; the central board school teachers have better job satisfaction when compared to the matriculation board teachers; the matriculation school teachers have more occupational commitment when compared to the state board school teachers; the central board school teachers are significantly better in their commitment when compared to the matriculation board teachers.
Singh and Gurmit (2007) conducted a study on Job Satisfaction of Teacher Educators in Relation to their Attitude towards Teaching. Objectives of the study were to compare the job satisfaction of teacher educators with their attitude toward teaching; to compare the job satisfaction of male and female teacher educators with their attitude towards teaching. The sample comprised of 250 teacher educators with 100 male and 150 female educators. Teacher educators from 20 colleges of education affiliated to Punjab University, Chandigrah, Guru Nanak Dev University Amritsar and Punjab University Patiala. The study used these tools, Job Satisfaction Scale (JSS) by Amar Singh and T.R.Sharma (1999) revised version. Findings of the study were the job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.

Yarriswamy (2007) conducted a study on Individual Need Strength, Locus of Control, Job Involvement and Burnout of Teacher-Educators of Teachers in relation to their Job Satisfaction. The objective of the study was to study the job satisfaction of teacher-educators of teacher training institutes in relation to different levels of individual need strength, locus of control, job involvement and burnout: to compare the job satisfaction of teacher educators working in rural and urban, and government, aided and unaided teacher training institutes; to examine the difference in the job involvement of male and female
teacher educators and teacher-educators with different lengths of teaching experiences. The sample for the study consisted of total 131 teacher educators in which 65 were from primary teacher training institutes of Karnataka State. Tools used include individual Need Strength Scale developed by Basavaraju, Locus of Control Scale developed by the researcher, Job Involvement Inventory developed by Lodahi and Kejner, Maslach. Burnout Inventory and Job satisfaction Inventory developed by Indiresan. Statistical techniques used for data analysis were t-test and multiple classifications Analysis of Variance The major findings were there is no significant difference in the job involvement between male and female, government and aided, and rural and urban teacher educators working in teacher training institutes. There is no significant difference in the job involvement with respect to experience, locus of control and burnout.

**Bindhu (2007)** conducted a study on Relationship between Job satisfaction and Stress Coping Skills of Primary School teachers. The objectives of the study were to find the Job satisfaction and Stress Coping Skills between male and female Primary School Teachers. The study was conducted representative of sample taken 500 teachers from the primary schools of Kerala State. Proportionate stratified sampling techniques were employed for the study. The tools were used to collect data such as Scale of Job Satisfaction by Kumar and Kumar and Stress Copying Inventory by Bindhu. Mean, Standard Deviation, correlation and t-test were used for the calculation
of data in the study. The findings revealed that Job satisfaction differentiates male and female primary school teachers and there is a positive correlation between Job satisfaction and Stress Coping Skills among Primary School teachers.

Usmnai (2006) studied on teachers Job Satisfaction in relation to their personality style and type of school. In the study, an attempt is made to investigate the level of job satisfaction among Senior Secondary School Teachers in relation to their personality type (Type A, Type B and Type AB) and the type of school. The study was carried out on a sample of 450 subjects. The data were collected through ABBPS (AB Behaviour Pattern Scale) and TJSQ (Teachers Job Satisfaction Questionnaire). The t-ratio was calculated to find out the significance of difference in the level of job satisfaction among teachers of personality type A, B and AB and also between the teachers of Government and Government – aided schools. It was found that there exists significant difference in the level of job satisfaction of teachers of Government and Private schools and between Government – aided and Unaided or Private schools.

Rathod Verma (2006) conducted a study on Job Satisfaction of teachers in relation to Role Commitment. The objectives of the study were to study influence of sex, training, experience, residential background, role commitment and their interaction on job satisfaction of teachers. The sample was 567 teachers taken from 115 schools of indoor district. The tools were used such as
Teachers Job Satisfaction Questionnaire by Kumar and Mutha (1982) and Teachers Role commitment Scale by Buddhisagar and Verma (2003). The data were analysed with the help of 2x2 factorial designs ANOVA. The findings revealed that female teachers were found to be more job satisfaction than male teachers. Senior teachers were found to be more job satisfied than junior teachers. Teachers having high role commitment were found to be more job satisfaction than teachers having low role commitment. Urban teachers were found to be more job satisfied than rural.

**Studies Related to Self-Concept :**

Nisha, D (2015) made a study on an influence of practice teaching on self concept, emotional adjustment and attitude towards teaching profession of secondary school teacher trainees of Kerala State. The purpose of the study was to find out whether practice teaching has any influence upon the self-concept, emotional adjustment and attitude towards teaching profession of secondary school teacher trainees. The researcher used descriptive survey method and for the purpose of data collection researcher used self-concept scale by [D. Sugathakumar, 2005]. The sample consisted of 650 B.Ed trainees. The sample was selected by stratified random sampling technique. Descriptive statistics and inferential statistics were employed for the analysis of the data. The findings revealed that practice teaching is not promoting the self-concept of secondary school teacher trainees. There is considerable decrease in the self-concept of teacher trainees after the practice teaching.
Selvakumar, S (2014) conducted a study on Self concept and its correlates among secondary school teachers of Karnataka. The purpose was to study the five-way interaction effects of all the five independent variables (viz., area, sex, teachers classroom performance, student achievement level in four different subjects (Science, Maths, Social Science and Languages), length of experience on self concept of secondary school teachers of Mysore District. Self concept inventory prepared by the investigator was given to Secondary School teachers to assess their self concept. All the secondary school teachers belonging to 40 schools located in 3 taluks of Mysore District by using two stage stratified sampling method. The results revealed that there is no significant difference between urban and rural teachers in relation to their self concept scores and sex as a single main variable that does not show any significant difference on self concept.

Smt. Ajumbaru Koujalagi, (2014) conducted a research on a study of environmental awareness of secondary female teacher trainees in relation to their demographic variables, personality factors, self-concept and study habits. The purpose of the study was to find out the relation to independent and dependent variables viz, Female teacher Trainees in relation to their demographic variables, personality factors, self-concept and study habits. The sample of the present study 186 female teachers and 214 male primary teacher trainees from Karnataka university jurisdiction were selected. Thus random sampling technique was used to select the teacher trainees. The study revealed
that: i) Female teacher trainees with extroversion personality factor are more prone to the environmental awareness than those female teacher trainees with extroversion personality factor; ii) Female teacher trainees with lower self concept are more prone to the environmental awareness than those female teacher trainees with higher self- concept; iii) Female teacher trainees with higher study habits are more prone to the environmental awareness than those female teacher trainees with lower study habits; iv) Female teacher trainees with extroversion/ introversion personality factor and lower/higher self concept differ significantly in respect to their proneness to environmental awareness than the female teacher trainees with extroversion personality factor group and lower self concept; vii) Female teacher trainees with introversion personality group and lower self concept are more prone to the environmental awareness than the female teacher trainees with extroversion personality factor group and lower self concept.

Arti Devi (2014) investigated a study on Emotional Intelligence in relation to Self-Concept Achievement Motivation and Academic Achievement of student teachers of Punjab. The purpose was i. To study the Emotional Intelligence of B.Ed. Students in relation to Gender, Self-Concept, Achievement Motivation and Academic Achievement. ii. To study the Emotional Intelligence of B.Ed. Students from Science and Humanities group in relation to Self-Concept, Achievement Motivation and Academic Achievement. The present study has been carried out by adopting descriptive survey method of research. The sample of the study consists of 1600 B. Ed.
Students of both Science and Humanities streams studying in 20 Colleges (Government, Aided and Self financed) of Punjab State. For the purpose of data collection, Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002) is based on Four- Cornerstone model by Cooper and Sawaf (1997) To measure the self-concept of student teachers, Personality Word List (PWL) developed by Deo (1971) is used as a measure of self-concept were used.

Madhu Asthana (2011) conducted a study on Self-Concept, Mental Ability and Scholastic Achievement of Secondary School Students of Varanasi. The objectives of the study were to assess gender difference in scholastic achievement, to find out the relation of self-concept and mental ability with scholastic achievement, to ascertain whether self-concept moderates the relationship of mental ability and scholastic achievement. Verbal Test of Intelligence (Asthana and Verma, 1989 and Mohsin Self –concept Inventory1979) were administered. t-test, coefficient of correlation and moderated regression analysis are used. The findings revealed that there is a significant difference in male and female students regarding their scholastic achievement. Mental ability and self-concept were positively related to scholastic achievement. Relationship between mental ability and scholastic achievement is moderated by self-concept.

Prem Sunder (2010) conducted a study on Self-Concept of B.Ed Students. The objectives of the study were to find the self-concept of B.Ed
students (Male and Female). Self-Concept questionnaire developed by Ahuluwalia was used. The sample was 100 from two colleges of education. Mean, S.D, t-test were used for analysis. The findings revealed that there is significant difference between male and female students in self-concept.

**Namita Mohanty and Lipsamayee Bal (2010)** conducted a study on Self-concept, Personality types and ethical values among adolescents. The objectives of the study were to find out the significant difference between adolescent boys and girls with regard to three dimensions namely Self-concept, Personality type and Ethical values, to find out the nature of existing linkage among three dimensions. The sample was 60 adolescents and questionnaires used are self-concept, personality and ethical values. The findings revealed that Adolescent girls were found to be more ethical than boys. There was no gender difference with regard to self-concept and personality type.

**Ramachandran and Asgarali Patel (2009)** conducted a study on Self-Concept of the college students of Madurai. The objectives of the study were to compare the self-concept of college students pursuing professional and non-professional courses. To study the influence of gender difference, religious background, cast background and socioeconomic status. Tool used in this study is the Self-Concept Scale developed by Dr. Mukta Rani Rastogi (1979) status on the self-concept of college students. The statistics used are Mean, S.D, t-test and F test. The findings revealed that there was no significant difference in the self-concept between professional course and non-professional course college.
students. Gender difference, religious background and socioeconomic status are found to be insignificant.

Ratchagar and Venkatammal (2009) conducted a study on Self-Concept of Rural Youth. The objectives of the study were to find out the influence of demographic factors on the self-concept of rural youth. The sample consisted of 100 subjects from Chidambaram Taluk. The self-concept scale by Rastogi is used in this study. The data was analysed using t-test and ANOVA. The findings revealed that there is significant influence of sex, marital status, and religion self-concept than their counterparts. Male unmarried Muslims youth have higher level of self-concept than their counterparts.

Aneesha (2008) conducted a study on Self-concept and Adjustment problems of prospective teachers. The objectives were to find out the significant difference in the self-concept and its dimensions of prospective teachers with reference to gender, type of family and major subject, to find out the significant difference in the Adjustment problems and its dimensions of prospective teachers with reference to gender, type of family and major subject, to find out the significant relationship between Self-concept and Adjustment problems of prospective teachers with reference to gender. Survey method was adopted in this study. Self-concept Inventory and Adjustment Inventory were used to collect the data. t-test, ANOVA, Chi square and correlation analysis were the statistical techniques used to analyze the data. Findings of the study revealed that no significant difference in the self-concept and its dimensions of
prospective teachers with reference to gender and major subject. But significant difference was found between nuclear and joint family prospective teachers in their self-concept. Correlation analysis showed that there was the significant relationship between male and female prospective teachers in their Self-concept and Adjustment problem.

**Amaladoss and Amalraj (2006)** conducted a study on self-concept of post graduate Chemistry teachers. The main objective was to identify the level of self-concept of post graduate Chemistry teachers and the influence of gender, community and length of experience over their self-concept. Survey method was adopted in this study. The stratified random sampling technique was used. The scale prepared by Dr. Muktha Rani Rastogi was used for the investigation. The population for the investigation was the post graduate Chemistry teachers working in higher secondary schools in Kanyakumari revenue district. The findings revealed that differences in gender, community and teaching experience did not cause significant differences in the self-concept score of post graduate Chemistry teachers.

**Studies Conducted on Emotional Intelligence:**

**Smt Vijayalaxmi R Kore (2016)** conducted a study on a study of emotional intelligence of student teachers in relation to self-concept adjustment and demographic variables. The purpose of the research was to study the relationship between student teachers self-concept and emotional intelligence and its ten dimensions. The researcher used descriptive survey method and was
employed stratified random sampling method to select the sample of 640 B.Ed student teachers. To collect the data the researcher used Emotional intelligence scale standardized by Ankool Hyde, Sanjayot Pethe and Upinder Dhar. Self-concept scale standardized and developed by Dr. (Mrs) Pratibha Deo. Statistical techniques used are Percentages. 2. Descriptive Analysis 3.Differential Analysis 4.Co-efficient of Correlation 5.Multiple Regression Analysis 7.ANOVA. The result revealed that i) the female student teachers have higher Emotional Intelligence as compared to male student teachers of B.Ed. Colleges. ii) The rural student teachers have higher Emotional Intelligence as compared to urban student teachers. iii) The female student teachers have higher Self Concept as compared to male student teachers of B.Ed. Colleges. iv) The urban student teachers have higher Self Concept as compared to rural student teachers of B.Ed. Colleges.

Dr.Suresh.Aggarwal & Vidhi.Bhalla, (2014) made a study on “A Study of Emotional Intelligence of Adolescents in Relation to Creativity”. The present study is an attempt to find out whether emotional intelligence is a function of creativity or not. It is conducted on a sample of 150 senior secondary school students. The main findings of this study signify that there is a strong positive correlation between emotional intelligence and creativity. The findings of this study are beneficial for parents, teachers and educationists for nurturing the students to utilize their creative potential to become emotionally intelligent.
Dr. Shalini Yadav, (2014) made a study on “Emotional Intelligence and Self-Concept of Govt. and Private Schools Students” - A Comparative Study. The present study has been conducted on a sample of 200 senior secondary class male and female students of govt. and private schools of Rewari district. The data were collected with the help of Sheetala Prasad’s Emotional Intelligence Scale and R.K. Saraswat’s self concept questionnaire. By using Mean, S.D. and t values the results were analyzed. The results indicate that govt. and private schools students differ significantly in their emotional intelligence, but they do not differ significantly in their self concept.

Adilogullari, Ilhan (2014) made a study on Analysis of the relationship between the emotional intelligence and professional burnout levels of teachers. The purpose of this study is to analyze the relationship between the emotional intelligence and professional burnout levels of teachers. The sample consists of 563 high school teachers of Kirsehir Province. The statistical implementation of the study is performed using SPSS 16.0 software. T-test was applied in percentage frequency and dual groups, and One-Way ANOVA test was applied for the comparison of more than 2 members in a group together with Pearson Product Correlation Test. Consequently, a negative relation was found between emotional intelligence and burnout levels of teachers.

Savita Arya (2014) made a study on a study of Emotional Intelligence of prospective teachers. The purpose of imparting quality education is not possible without inculcation of emotional intelligence. It enables individuals to
handle his own emotions and actions, there by handing his relationship with others smoothly by controlling their emotions. In all emotional intelligence essentially reflects our ability to deal successfully with other people and with our feelings and their quality count efficiently towards a person’s success in his life. The present study has been done on the perspective teachers from different educational institutions was taken. The investigator used Rogan Emotional Intelligence Test (2008) to assess emotional intelligence of male and female prospective teachers.

Deniz, Sabahattin (2013) conducted a study on the relationship between Emotional Intelligence and Problem Solving Skills in prospective teachers. The main objective of the study is to investigate the relationship between emotional intelligence and problem solving. The sample consists of 386 students-prospective teachers – (224 females, 182 males) from the faculty of education of Mugla University by using random sampling method. Emotional intelligence levels and problem solving skills of prospective teachers were measured by using the Bar-On Emotional intelligence Inventory (Bar-On 1997) and problem solving inventory. Pearson’s product-moment correlation and structural equation modeling were employed to analyze data. Emotional intelligence was found to be significantly correlated with problem solving.

Gndus Bulent (2013) made a study on” Emotional Intelligence, Cognitive Flexibility and Psychological Symptoms in Pre-Service Teachers”. The purpose of this study is to examine the relationship between emotional
intelligence, cognitive flexibility and psychological symptoms in pre-service teachers. The study included 414 pre-service teachers at the Faculty of Education, Mersin University, Turkey. Pearson product-moment correlation and multiple regression analyses were used to analyze the data. The results indicated that emotional intelligence and cognitive flexibility showed significant negative correlation with anxiety and in by chance with the emotional intelligence perception scale of Wong and Law (2002). At the end of the survey, a meaningful and positive connection was found out between the students and teachers' emotional intelligence perception. It is seen that teachers' emotional intelligence management skill affects the emotional intelligence skill which students use positively and is an important explanatory variable. Accordingly, enhancing teachers' skillful use of emotional management has an effect on the improvement of students' own emotional management.

G.Lokanadha Reddy & R. Vijaya Anuradha (2012) conducted a study on Emotional Intelligence of teachers working at higher secondary level. The purpose of the study was i) to develop a tool to assess emotional intelligence of higher secondary teachers. ii) to find out the significant difference between emotional intelligence and demographic variables. iii) to find out how far and to what extent the independent variables influence the emotional intelligence. Survey method was used in the study. 327 higher secondary teachers were selected by using random sampling technique. The statistical techniques employed are percentage, mean, S.D, t test, f test and step
wise multiple regression analysis. The result revealed that men and women teachers are significantly differ in their emotional intelligence contrary to this the marital status of higher secondary teachers is not showing any significant difference on their emotional intelligence. variations in age has its impact on the emotional intelligence.

Sita Negi (2011) made a research on a study of emotional intelligence of teachers working in Government and private senior secondary schools. The purpose of the study was to study the overall emotional intelligence of teachers of government and private senior secondary schools. Depending upon the objectives the description research method was used, convenient sampling method was used to select a sample of 300 teachers. To collect the data the teacher’s emotional in scale inventory by Dr. (Mrs) Shubhra Mangal was used. In the light of analysis and interpretation of data the researcher concluded that the type of school has been found to affect the overall Emotional intelligence of the teachers significantly in favor of the teachers teaching in Government schools.

Ramesh (2011) conducted a study on Emotional Intelligence of B.Ed students of Distance Education mode in terms of their age. The objectives of the study are to find out the level of Emotional Intelligence of B.Ed students of Distance Education mode, to find out the level of Emotional Intelligence of B.Ed students of Distance Education mode in terms of their age, to find out the significant difference between the self-awareness, self-management, social
awareness, relationship management and Emotional Intelligence of B.Ed students of Distance Education mode in terms of their age. The tool used was Emotional Intelligence Scale developed by Thomas Alexander (2004). A sample of 716 B.Ed students is selected for data collection. The major findings are the level of Emotional Intelligence of B.Ed students of Distance Education mode is moderate and no significant difference among B.Ed students of different age group in Emotional Intelligence and its dimensions.

Meena Devi, Manju Lohumi and B.P.Garg (2011) made a study on Emotional intelligence and life satisfaction among married and unmarried female teachers. The purpose of the study was i) to find the relationship between emotional intelligence and life satisfaction of female married and unmarried teachers. To collect the sample of 200 hundred teachers the simple random sampling technique was used. To collect the data the researcher used life satisfaction scale by R.G.Alam and Rami Srivastava(1993) and emotional intelligence scale by Schutte.et.al.(1998) was used. In the light of analysis and interpretation of data the following findings were laid down i) there exist a positive relationship between emotional intelligence and life satisfaction. ii) There is a significant difference between married and unmarried female teachers iii) married female teachers are highly emotionally intelligent than unmarried female teachers.

Girijesh and Jyoto Pandey (2009) conducted a study on management professional and teacher educators on Emotional Intelligence - A comparative
study. The objectives of the study were to compare Emotional Intelligence of male and female professionals of managements and teacher education. The sample consisted of 90 professionals in all out of which 44 professionals belonged to management faculty. ‘t’, test had been used to analyse the data. Both male and female professionals of managements showed similar level on all dimensions of Emotional Intelligence. The management professional had been found to more emotionally intelligent. Female management professionals were conscious regarding the reorganization of emotions in themselves than teacher education.

Patil and Kumar (2006) conducted a study on Emotional Intelligence among student teachers in relation to sex, faculty and academic achievement. The objectives of the study were to find out the difference in the emotional intelligence of male and female teachers, to find out the difference between student teachers of arts and science faculty, to find the relationship between emotional intelligence and academic achievement of student teachers. The sample was 302 student teachers from Kolnapur district. Descriptive survey method was employed. Statistics used were t-ratio and product moment coefficient of correlation. The findings were there is no significant difference between emotional intelligence of male and female student teachers. There is no significant difference between emotional intelligence of student teachers of arts and science faculty. There is no significant difference between emotional intelligence and academic achievement of student teachers.
Ramould (2006) conducted a study on Enhancing Emotional Intelligence of Students Teachers through Enneagram Educational Programme. The objectives of the study were to assess the effectiveness of Enneagram Educational Programme on the following competencies of emotional intelligence of student teachers a) Emotional Self-awareness, b) Emotional Expression, c) Emotional Awareness of others, d) Creativity and e) Interpersonal Connections. The experimental method is used for the study. The tools were EQ map questionnaire, Interview Schedule for the student teachers and Reaction Scale for the feedback of intervention programme used for data collection. Mean, S.D, and ANCOVA are used for finding the results. Findings revealed that the Enneagram programme enables individuals to look deeply into their own character, harmonize their daily lives and their relationships both personal and professional and understand their personal path of growth.

Studies Conducted on Academic Involvement:

Paul Alan Mosheti (2013) studied about teacher participation in school decision-making and job satisfaction as correlates of organizational commitment in Bostwana. The purpose of the study was to investigate the relationship of teacher participation in decision –making and job satisfaction to organizational commitment among senior secondary school teachers in Bostwana in South Africa. The quantitative study was conducted using survey instrument. 221 teachers from 27 secondary schools Bostwana completed the
questionnaire using a five point Likert Scale. Data were analyzed using descriptive statistics and canonical correlation using SPSS. The results revealed that the teachers reported high participation in decision making when guiding students in their academic progress and future career choice, but less participation in decision making on development/operation of the school budget, matters of school governance, and school personnel issues.

Dahiya, Neetu, (2013) was conducted a study of adjustment of secondary school teachers in relation to their job stress, job involvement and job satisfaction. Descriptive survey method of research was used in executing the present study. The purpose of the research was to find out the relation between adjustment of secondary school teachers with their job stress, job involvement and job satisfaction. 500 teachers of secondary and senior secondary schools of Rohtak district were taken up on the basis of stratified random sampling techniques. In order to assess the job involvement of secondary school teachers the investigator used Job Involvement Scale (JIS) Hindi/English standardized by Santosh Dhar, Upender Dhar and D.K. Srivastava and job satisfaction scale by Meera Dixit. Mean, Standard Deviation, ‘t’ test and Correlation were used to analyze the data. The result revealed that there exist a positive co-relation between age and job-satisfaction, which is in consonance with the study of Gupta’s and Nisha (1978) who concluded highest consolation between age and job-satisfaction of teachers.

M.S.R.Sarma, (2012) made a study on perceptions of teachers towards
school matters at primary level: A study. The purpose of the study was i) to study the perceptions of teachers towards school related matters. ii) to study the significant differences of male and female teachers on the school related aspects at primary level. iii) to study the relationship between student achievement with other areas at primary level. 28 teachers were selected as a sample. And the statistical techniques were used are percentages, means and standard deviations, correlations were used. Finally the researcher concluded that on the whole it shows that the perceptions towards school matters as perceived by the teachers were encouraging.

Petro Marais (2011) has made a study on the Significance of Student Teachers’ Involvement in Co-Curricular Activities. The aims of the research under review were to determine student teachers’ perceptions of the following: The nature of co-curricular activities. The value of co-curricular activities for learners. The value of student teachers’ participation in co-curricular activities for their own professional development. The effectiveness of teaching practice as presented in an ODL context. Student teachers’ recommendations regarding their participation in co-curricular activities by means of ODL Data collection was done by means of assignments written by student teachers during their teaching practice period. Purposeful sampling was used to select 51 information-rich assignments. As stated, the participants were fourth-year students registered for the B.Ed degree (ECD and Foundation Phase) which is the field in which the researcher teaches. The findings are organized for
discussion according to the following five themes: (1) student teachers’ understanding of co-curricular activities; (2) student teachers’ perceptions of the value of co-curricular activities for learners; (3) student teachers’ perceptions of the value of their participation in co-curricular activities for their own professional development; (4) effectiveness of teaching practice as presented in an ODL context; (5) recommendations made by student teachers regarding their participation in co-curricular activities in an ODL context.

Regisgnanaraj, (2010) conducted a study on Professional Commitment and Job Satisfaction of high school teachers in Virudunagar District. The objectives were to find out the significant difference in Professional Commitment of high school teachers with reference to sex, type of school and teaching experience. To find out the significant difference in Job Satisfaction of high school teachers with reference to sex, type of school and teaching experience, to find out the significant relation between Professional Commitment and Job Satisfaction of high school teachers. Survey method was adopted in this study. Sample consisted of 200 higher secondary school teachers. Professional Commitment scale and Job Satisfaction scale were the tools used in this study. t-test, ANOVA, Chi square and Product moment correlation were the statistical techniques used to analyze the data. Findings of the study revealed that no significant difference was found Professional Commitment of high school teachers with reference to sex, type of school and teaching experience. There existed a significant difference Job Satisfaction of
high school teachers with reference to type of school and a positive correlation was found to between Job Satisfaction and Professional Commitment of high school teachers.

**Punitha and Amalraj, (2010)** conducted a study on Professional Commitment of College Teachers. The objective of the study was to find out the level of professional commitment and its dimensions of college teachers with respect to background variables such as sex, locality of the institution. To find out the significant difference in the professional commitment and its dimensions of college teachers with respect to sex, locality of the institution. The investigator used survey method for data collection. The population of the study consisted of college teachers working in arts and science colleges affiliated to M.S University, Tirunelveli. The major findings were the level of professional commitment and its dimensions of college teachers with respect to sex, locality of the institution is average

**Madhu Guptha and Priya Kulshreshta, (2008)** conducted a study on professional commitment of primary school teachers- A comparative study. The objectives were to compare the effect of type of school on professional commitment of primary school teachers, to study the professional commitment of primary school teachers in relation to sex difference, to study the interactional effect of type of school and sex difference on professional commitment of primary school teachers and to compare the areas of professional commitment of primary school teachers working in government
and public primary schools. The sample was selected randomly for the study. The findings revealed that there was significant difference in mean values of professional commitment scores of male and female teachers and also government and public school teachers.

Anitha Sharma, (2008) conducted a study on commitment among teachers with regard to some of their personal and academic variables. The objectives were to compare the commitment among teachers with regard to some of their age and gender, to compare the commitment among teachers with regard to their faculty and educational qualification, to compare the commitment among teachers with regard to level of college. The study was conducted on 100 teachers teaching in schools, degree colleges and university using stratified cluster sampling technique. Teacher commitment scale constructed and standardized by the investigator was used for data collection. The findings revealed that age-wise, gender-wise and faculty-wise differences produce no difference in commitment among teachers. Teachers having doctoral degree are found to be more committed compared to teachers having post graduate degree and teachers teaching in degree colleges are found to be more committed compared to teachers teaching in inter college university.

Mohana and Gnanadevan (2007) conducted a study on Professional ethics of teachers in relation to their organizational climate. The objective of the study was to find out the level of professional ethics of teachers, to find out the level of organizational climate perceived by teachers to find out whether
there is any significant difference between teachers in Professional ethics with respect to sex, location of school and different levels of teaching, to find out the significant relationship between organizational climate perceived by teachers and professional ethics. Normative survey method is used. Professional ethics scale constructed and validated by the investigator and organizational climate questionnaire standardized by Pace & Stern were used. The major findings were the professional ethics of teachers is high. The organizational climate perceived by teachers is high. There is significant difference between teachers in Professional ethics with respect to sex, location of school and different levels of teaching. There is significant relationship between organizational climate perceived by teachers and professional ethics.

Usha and Sasikumar (2007) conducted a study on teacher commitment as predictors of Job Satisfaction. The objective of the study was to find out the relationship between teacher commitment and Job Satisfaction of secondary school teachers. The study was conducted on a sample of 184 teachers from 25 secondary schools of Malappuram and Kozhikode districts of Kerala. Stratified random sampling technique was used. The result showed that there was significant relationship between teacher commitment and Job Satisfaction of secondary school teachers. Among the selected variables the best predictor of Job Satisfaction of secondary school teachers is teacher commitment.

The main purpose of the study was to find the level of Professional involvement in to and its dimensions - academic activities, co-curricular activities, provision for academic activities, provision for co-curricular activities, community activities, value education, and knowledge about equal opportunities in education of primary school teachers teaching in Kanyakumari district. From the total number 267 primary schools, 136 middle schools, 21 high schools and 16 higher secondary schools were stratified on the basis of locality. Researcher selected 750 teachers using random sampling technique. For the purpose of analysis Arithmetic Mean, Standard Deviation, t-test, Analysis of variance, (ANOVA), The Chi Square Test and the Product Movement Correlation are used. The result revealed that Professional involvement and its dimensions such as academic activities, co-curricular activities, provision for academic activities, provision for co-curricular activities, community activities, value education and knowledge about equal opportunities in education are found to be significantly related to the self-concept of primary school teachers.

2.4 STUDIES CONDUCTED IN ABROAD :

Studies related to Job Satisfaction :

Pearson Michael, (2008) made a study on Job Satisfaction of principals in urban high schools in New Jersey. This study assesses job satisfaction of high school principals in New Jersey as measured by Minnesota Satisfaction Questionnaire and it is correlated to leadership and evaluation of educational
institutions. The satisfaction level is correlated to demographic variables such as age, degree, and experience and satisfaction and school size. The results indicate that principals in urban schools in New Jersey have fairly high levels of job satisfaction and that satisfaction is not adversely correlated with increasing school size.

Knith and Carol Ann, (2008) made a study on Relationship between Organizational Climate and Job Satisfaction among middle school principals in Central Florida. The purpose of this study was to determine the degree of Job Satisfaction among middle school principals in Central Florida and to identify and analyze the relationship between Organizational Climate variables and Job Satisfaction characteristics. Electronic copies were distributed to public middle school principals from seven countries of Florida. The findings were the middle school principals in Central Florida rated their overall mean satisfaction with their position the district generally high. Data analysis revealed that statistically significant climate valuables leading job satisfaction were professional effectiveness, relationship with subordinates, peers and supervisors and participation with decision making. Only assignment of mentors was found to be a statistically significant predictor for Central Florida middle school principal’s ratings of importance with position characteristics.

Bergstrom Joan, (2006) made a study on Workplace conditions contributing to elementary special education teachers Job Satisfaction. The objectives were to add to the research knowledge base about the job roles and
responsibilities and work place conditions of elementary special education teachers that may or may not affect their perceptions of job satisfaction and effectiveness. The special education teacher work place conditions survey was developed for this study. Mean, S.D, Percentage, Pearson Product Moment Correlation were used for analysis. Several significant correlation relationships were found between elementary teacher’s desire to change their job roles and responsibilities and working conditions. Years of experience was positively correlated to the total desire to change the job role and work conditions.

Forbes John, (2008) made a study on Salient factors of urban teacher job attraction related to job satisfaction- An empirical study. Selecting and retaining a quality teaching force is key for imparting schools and improving student’s achievement. A critical component of the teacher selection is the study of teacher job acceptance and job satisfaction. Teachers in their first year of hire within a large urban school district in California were surveyed on factors related to their acceptance of job offer and their current job satisfaction. Results allowed that relational factors such as economic factor, school factors, community factors, hiring process factors were most important to teacher acceptance of job offer. A stepwise linear regression equation revealed that only hiring process factors significantly predicted job satisfaction in the sixth month of employment.

Qualls Lisa, (2008) made a study on Factors that affect Job Satisfaction among teachers in two selected Milwaukee Charter schools. The objectives
were to the purpose of this study is to determine; the relationship exists between class size and Job Satisfaction of teachers in two selected Milwaukee Charter schools. Participants are teachers from Milwaukee Charter school system. A quantitative approach based on regression analysis design using the Minnesota Satisfaction Questionnaire was utilized. Statistical Procedure: Pearson’s correlation coefficient, Multiple Regression Analysis. The major findings were there is a linear relationship between years of experience and teacher Job Satisfaction. There is a very weak positive relationship between teacher Job Satisfaction and the class size.

Sung and Chi-Ling, (2007) conducted analytical study on Relationship among supervisor’s transformational and transactional leadership styles, and teacher’s job satisfaction in Taiwan higher education. Objectives of the study were to examine the relationship between supervisors’ transformational and the transactional leadership style, to study the job satisfaction of higher education instructors. In this study 500 fulltime teachers in Taiwan higher education were randomly selected. The study utilized two questionnaires and five demographic and work profiles. The two questionnaires were the transactional leadership and transformational leadership of the MLQ-5X short form. The data analysis consisted of descriptive statistics, exploratory factor analysis, independent t-test and multiple regression analysis. The study found that teachers who perceived transformational leadership were most satisfied with their jobs. On contrast teachers who perceived transactional leadership reported less job satisfaction. In addition higher education teachers with the most teaching
experience were the most satisfied. Teachers’ job satisfaction increased with years of teaching experience.

**Huysman John, (2007)** made a study on rural teacher satisfaction: An analysis of beliefs and attitudes of rural teacher’s job satisfaction. The objectives were to understand the beliefs and attitudes of teachers that affect their perceptions of job satisfaction in one small rural Florida district. Self-assisted survey of likest-type items and individual semi-structured interviews and focus groups. Intrinsic statistics was used for analysis. The major findings were role confusion emerged as a major source of job dissatisfaction for teachers who were either raised in the community or who had spent a number of years in the community. A high majority of teacher’s interviews expressed dissatisfaction because they believed other teachers to have undue influence and power.

**Joseph, Thomas and Reio, (2007)** conducted a study on relationships of school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover in the context of year round education calendars. The objective of the study was to investigate the relationship between school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover in the context of year round education (YRE) calendars. The research design of this study utilized an e-mail invitation to participate with a Uniform Resource Locator (URL) embedded in the message to link participants to an internet-based questionnaire. The
questionnaire was delivered to 1254 teachers. Data were analyzed using Pearson’s correlations, ANOVA and hierarchical regression analysis. The findings demonstrated overall statistically significant positive correlations with study variables. High to moderate statistically significant positive correlations were found between school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover.

Studies Related to Self-Concept:

Jackson-Kersey, Rachel; et. al (2013) studied a motivation in Physical Education: Relationships with Physical Self-Concept and Teacher Ratings of Attainment. The aim of this study was to assess the reliability and validity of the a motivation Inventory in Physical Education (AI-PE). In addition, the study sought to identify the relationships between students' a motivation, physical self-concept, and teacher ratings of National Curriculum attainment levels in PE. Students ("N" = 510) from a secondary school in South-East England participated in the study by completing a questionnaire during their scheduled PE lesson. Confirmatory factor analysis provided support for the factorial validity of the four-dimensional model of a motivation. Hierarchical multiple regression analyses were conducted on a sub-sample of students with moderate to high levels of a motivation in PE ("n" = 164). The results showed that both physical self-concept (negatively) and attainment (positively) were predicted by students' deficient ability beliefs. Overall, the findings support the multidimensionality of a motivation and its association with important
Kumazawa, Masako, (2013) studied Gaps Too Large: Four Novice EFL Teachers' Self-Concept and Motivation. This study employed possible selves theory (Markus & Nurius, 1986) to conduct an interpretive inquiry into the teaching motivation of four novice secondary school EFL teachers in Japan. The narrative analysis of the interview data revealed that the conflicts between the young teachers' different possible selves negatively affected their motivation in their early days of teaching. However, such conflicts gradually induced self-reflection in the minds of the novices, which eventually helped them reshape their self-concepts and regain their motivation. The author concludes by suggesting to related parties some measures to assist novice teachers' entry into secondary school teaching.

Davies, Trevor (2013) Incorporating Creativity into Teachers Practice and Self-Concept of Professional Identity. The study explores what happens to teachers practice and professional identity when they adopt a collaborative action research approach to teaching and involve external creative partners and a university mentor. The teachers aim to nurture and develop the creative potential of their learners through empowering them to make decisions for themselves about their own progress and learning directions. The teachers worked creatively and collaboratively designing creative teaching and learning methods in support of pupils with language and communication difficulties. The respondents are from an English special school, primary school and girls
secondary school. A mixed methods methodology is adopted. Gains in teacher confidence and capability were identified in addition to shifts in values that impacted directly on their self-concept of what it is to be an effective teacher promoting effective learning. The development of their professional identities within a team ethos included them being able to make decisions about learning that are based on the educational potential of learners that they proved resulted in elevated standards achieved by this group of learners. They were able to justify their actions on established educational principles. Tensions however were revealed between what they perceived as their normal required professionalism imposed by external agencies and the enhanced professionalism experienced working through the project where they were able to integrate theory and practice.

Yeung, et.al, (2004) carried out a study on Domain Specificity of Trilingual Teachers' Verbal Self-Concepts. Teachers from Hong Kong (N=437) responded to English, math, Cantonese, and Mandarin self-concept items. Confirmatory factor analysis found good support for the distinction of 4 domain-specific self-concepts. English self-concept had a low correlation with Mandarin self-concept (r = .09) and a negative correlation with Cantonese self-concept (r = -.19). Cantonese and Mandarin, which presumably pertain to a single Chinese language domain, were also negatively correlated (r = -.11). These very low correlations did not allow the 3 language constructs to form a single verbal factor. The results challenge the assumption of a single verbal
self-concept construct for speakers of multiple languages. For trilingual’s, the verbal self-concept constructs can be very distinct and unrelated to each other.

Villa, Aurelio; Calvete, Esther (2001) carried out a study on Development of the Teacher Self-Concept Evaluation Scale and Its Relation to Burnout. Researcher developed an instrument to evaluate teachers' professional self-concept from a multi dimensional perspective, focusing on the association between dimensions of self-concept and teacher burnout. Results for 378 secondary school teachers in the Basque Country (Spain) show that a six-factor model fit the data well and reveal numerous positive correlations between teacher self-concept subscales and psychological symptoms. (SLD)

Studies Related to Emotional Intelligence:

Soner Polat (2009) conducted a study on relationship between emotional intelligence of primary school 4th and 5th grade students and their teachers. The objectives of the study were to find the on relationship between emotional intelligence of primary school 4th and 5th grade students and their teachers, to find the level of emotional intelligence of fifth grade teachers. The sample consisted of 1349 students and 409 teachers from primary schools. The investigator used Wong Law Emotional Scale. The result revealed that student’s emotional intelligence is mostly affected by OEA dimension teachers. Emotional intelligence teachers need to be more sensitive in recognizing their student’s emotions. Teachers who know their students strength and weakness in terms of emotional intelligence can develop their student’s emotional
intelligence through behaving accordingly.

**Alston Barbara, (2009)** conducted a study on the relationship between emotional intelligence and Leadership practices. Only one of the emotional intelligence factors, the appraisal of emotion in self or others is significantly related to leadership (LPI). In addition there is one demographic variable that is significantly related to LPI. Therefore years of supervision is positively related to leadership. Successful leaders are defined by inspiring and motivating others promoting a positive work environment, perceiving and understanding emotions and fostering an organizational climate in which people turn challenging opportunities into success. This investigation explodes the relationship between emotional intelligence and leadership practices. The researcher used the Schutte Self Report Emotional Intelligence Test (SSEIT)-1998 to assess emotional intelligence of manages and Kouzes and Posner’s (1995) Leadership practices inventory (LPI) to measure leadership practices. Emotions play a key role in decision making. This study supports the position that Emotional stability and Emotional intelligence are important factors for organizational leadership.

**Merril, (2008)** conducted a study on emotional intelligence, multicultural knowledge and awareness of ethnicity in school counselor effectiveness. The purpose of this descriptive and inferential correlation research was to examine the emotional intelligence and multicultural knowledge and awareness of ethnicity. The rationale of this study to survey
school counselors perceived levels of emotional intelligence and perceived multicultural school counseling knowledge and awareness in relation to ethnicity. The research method was to examine the relationship through survey of 113 school counselors using descriptive and inferential statistics. The results revealed a significant correlation between emotional intelligence scores and multicultural knowledge scores and a significant correlation between ethnicity and multicultural knowledge and awareness scores.

**Drew and Todd, (2007)** conducted a study on the relationship between Emotional Intelligence and student teacher performance. The results indicated that Emotional Intelligence as assessed by the Bar- On EQ-I, and college supervises assessments of STP are related. However, data collected from the cooperating teacher and student-teacher perspectives did not reveal any statistically significant relationship for any EQ/STP variable pair studied. While total Emotional Quotient (EQ) scores and scores for the intrapersonal, interpersonal and general mood scales had statistically significant association with two or more individual aspects of STP, the stress management and adoptability scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participating interviews. Two individuals agreed and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-I subscale, assertiveness, interpersonal
relationships, social responsibility and flexibility. Finally, implications for these involved the selection and preparations of teacher candidates are described.

Muller and Kenneth, (2007) conducted a study on emotional intelligence and self-directed learning. The objective of the study was to investigate possible relationship between self directed learning and emotional intelligence in healthcare managers. A total of 109 managers and supervisors from a community based healthcare system in Florida. Quantitative analysis of the data revealed a significant correlation between self-directed learning and emotional intelligence. The study revealed significant relationships between self-directed learning degrees of change in the job level of problem solving ability needed to perform the job.

Sims-vanzant and Cynthia, (2007) conducted a study on emotional intelligence and leadership practices among human service programme managers. The purpose of the study was to provide financial benefits, social services, employment and training services to families who are in need due to their social or economic situation. Data for this quantitative study was collected through interviews by the researcher with five human service programme managers using Goleman’s emotional leadership. This study recognized the similarities in the expectations of the participants, their variance in opinions substantiate the need for flexibility in implementing and attending the current minimum competency requirements as a comprehensive framework for human service leadership practice.

Studies Related to Academic Involvement:
Machado and Cindy Louise, (2008) conducted a study on teacher attitudes, Achievement, Poverty, and Academic Performance Index. This study tests Social identity theory by comparing, and contrasting attitudes of elementary school teachers in Oklahoma categorized as high poverty, high achieving and high poverty, low achieving. The organizational climate description questionnaire for elementary schools was used to evaluate climate indexes within each school and within high and low performing groups. The major findings were the higher poverty rate, the lower the predicted Academic Performance Index. Two variables that influence student’s achievement are teacher quality and leadership quality.

Kieschke and Schaarschmidt, (2008) conducted a study on professional commitment and health among teachers in Germany: A typological approach. The objective of the study was to find the relationship between professional commitment and health among teachers. The tool used was Arbeitsbezogenes Verhaltens and Erlebensmuster questionnaire. This assessment instrument allows for a subscale level evaluation as well as differentiation between four types of work related coping behaviors that have been obtained by cluster analysis. Comprehensive analysis involving 7693 teachers have established the health relevance of this cluster differentiation.

Meade and John Michael, (2007) conducted a study on an evaluation of the professional development practices of small private Christian schools based on the perceptions of administrators and teachers. The objective of the
study was to evaluate the perceptions of professional development programme and practices reported by administrators and teachers. Seven research questions provided a framework for examining educator perceptions regarding their professional development experiences. Data were collected through the use of cross-sectional survey instrument developed from the National Staff Development Council (NSDC). Statistics used was Chi-square and Mann Whitney U tests. The major findings were a significant number of small Christian school teachers and administrators perceived their professional development experiences as effective and aligned with NSDC staff development standard. A significant relationship was found between years of experience and the perceptions of both teachers and administrators.

**Ware Herbert, (2007)** conducted a study on teacher and collective efficacy beliefs as predictors of professional commitment. The objective of the study was to determine whether teacher and collective efficacy beliefs predict professional commitment to the teaching profession. The sample was 26,257 teachers and 6,711 principals who responded to the public school teacher and principal questionnaires of the 1999-2000 schools and staffing surveys. The result showed that there was a significant prediction in teacher professional commitment.

**Tzavellas and Georgia, (2006)** conducted a study on Public school teacher’s concerns about their professional lives. The purpose this research was to determine if teachers in Quebec, Canada, have concerns similar to teachers
in other countries where studies are more common, to determine if there were any differences related to teacher’s stages of teaching, level of education, and gender. The participants of this study are teachers from the school boards Quebec. The questionnaire named teacher concerns questionnaire has seven subscales and sixty four items. Statistics used were Qualitative and quantitative analysis and factor analysis. The major findings were student’s characteristics and behavior, material and temporal resources, teachers’ control of day to day activities, professional development and opportunities, status of profession and degree of non-teaching duties are common in Quebec as in other countries.

Atken and Florence, (2006) conducted a study on the effects of perceived teacher empowerment on student achievement. The purpose of this study was to examine the perceived levels of teacher empowerment in schools showing an increase as well as decrease of student outcomes on standardized proficiency tests in reading, language arts and mathematics over a three years period. The instrumentation used was the School Participation Empowerment Scale (SPES) developed by researchers Short and Rinchart (1992). In this study there was no significant difference between teacher’s perception of empowerment consistently achieving and declining schools. The years of experience are a very strong determinant of teacher’s perceived levels of empowerment.

Kim Do-Hong and Liu Xiaofeng Steven, (2005) conducted a study on
first – year experiences and teachers professional commitment. The objective of the study was to examine teacher’s first-year experiences and their intent to stay in teaching. The data used in this study came from comprehensive National Center for Education Statistics (NCES), Schools and Staffing Survey (SASS) for 1999-2000. Results indicated that teacher induction and school leadership can influence teacher’s intent to stay in teaching, and those teachers first-year experiences can affect their intent to stay even at later stages of their careers.

**Mutchler and Sue Ellen, (2005)** conducted a study on teacher commitment in an academically improving, high-poverty public school. The study set out to better understand the dynamics of teacher commitment, particularly as it relates to the organizational characteristics of high poverty schools. The phenomenon was explored in a qualitative interview study of seventeen teachers, identified by school colleagues as “committed” to teaching students of poverty, who presently or formerly worked in the same high-poverty elementary school in a central Texas urban district. Data were analysed from a constructivist orientation, using a mix of inductive and interpretive methods. Results indicate that factors influencing teachers’ professional commitment center on their culturally and ideologically-based dedication to making a difference for students, and on their willingness to devote personal time and energy outside their classrooms to take action on that commitment. The relationship among teacher quality, teacher turnover, and school success of students of poverty are critical and complex. Patterns of teacher migration and
attrition within urban districts often result in an inequitable share of experienced, committed teachers for high-poverty public schools.

**Bogler Ronit (2005)** conducted a study on the power of empowerment: mediating the relationship between teacher’s participation in decision making and their professional commitment. The objective of the study was to examine the mediating effect of teacher empowerment on the relationship between teacher’s participation in decision making and their professional commitment. The data were collected through quantitative questionnaires from a sample of 983 teachers in 25 junior high schools and 27 high schools in Israel. Regression analyses were used as statistical technique. The result revealed that teacher empowerment mediated the effect of teachers’ participation in decision making (technical domain) on teacher commitment, thus demonstrating the critical role of empowerment in enhancing teacher’s commitment. The teachers’ sense of empowerment is also related to their desire to be leaders.

**Coward and Renee Higdon (2003)** conducted a study on teacher renewal and commitment to education: A quantitative analysis of teacher’s experiences at the North Carolina Center for the Advancement of Teaching. The study examined a professional development model that was created to renew and, therefore, retain quality teachers. The research focuses on the teacher renewal center, the North Carolina Center for the Advancement of Teaching (NCCAT). The characteristics of the experiences called renewal at NCCAT and how those NCCAT experiences affect teachers and their
commitment to teaching are researched. Data were collected using the qualitative methodology of heuristic inquiry, participant observation, individual interviews, focus group interviews, and document analysis. An analysis of the data revealed a model The Renewal Cycle which characterizes of the experiences affects teachers and their commitment to teaching. The main findings were teacher retention has become a national crisis. The investigator concluded that ‘teacher shortages’ will never end and that quality teaching will not be achieved for every child until change the conditions that are driving teachers out of too many of our school.

2.5 CONCLUSION :

The research work surveyed and presented above indicates the importance of job satisfaction, self-concept, emotional intelligence and academic involvement of teachers. The review also stresses the need for further studies in the above areas to provide more suggestions and recommendations for the policy makers, administrators and the teachers. The investigator has reviewed a number of studies both Indian and Abroad.

The studies that are related to Job satisfaction can be categorized under life satisfaction, personality characteristics, salary, mental health, Values, attitude towards teaching, Occupational Commitment, and organizational health. Rathod and Verma (2006) identified that senior teachers were found to be more job satisfied than junior teachers.
The studies that are related to Self-concept can be categorized under adjustment problems, educational aspirations, home environment, occupational aspiration, cognitive style, personality type and mental ability. Amaladoss and Amalraj (2006) found that differences in gender, community and teaching experience did not cause significant differences in the self-concept score of post graduate Chemistry teachers.

The studies that are related to Emotional Intelligence can be categorized under achievement, adjustment, Self-concept, effectiveness, attitude, occupational stress, multi cultural knowledge, leadership practices, anxiety and awareness of ethnicity. Vela Robert (2003) found a significant correlation between Emotional Intelligence skills and the academic achievement of first year college students. In the study of Suresh Babu

The studies that are related to academic involvement can be categorized under professional ethics, decision making, collegial leadership, teacher professionalism, environmental press, and academic press organizational climate, job involvement, commitment, attitude and aspiration. Anitha Sharma (2008) observed that Teachers having doctoral degree are found to be more committed compared to teachers having post graduate degree and teachers teaching in degree colleges are found to be more committed compared to teachers teaching in inter college university. Usha and Sasikumar

The present study differs from the rest of the studies in several ways. First of all there was no study undertaken so for, which had combined the variables such as curricular activities, co-curricular activities, professional growth, relationship with students and relationship with community.