CHAPTER – V
FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 INTRODUCTION

After the data analysis a researcher has to give the findings and interpretations as they are the most important steps in the research process. The usefulness of research findings lies in proper interpretations. Recommendations are needed to resolve the problem. The researcher should also include suggestions for replicating the study in further researches. In this chapter the investigator gives a brief summary of his findings, interpretations, recommendations and suggestions.

5.2 MAJOR FINDINGS
SECTION - I
ACADEMIC INVOLVEMENT OF MATRIC SCHOOL TEACHERS

Age

It is revealed that 10.8% of matric school teachers with age upto 35yrs in curricular activities, 6.4% in co-curricular activities, 9.6% in professional growth, 19.1% in relationship with students, 8.8% in relationship with community and 13.1% in academic involvement are at the high level. 17.7% of matric school teachers with age 36-45yrs in curricular activities, 5.1% in co-curricular activities, 12.7% in professional growth, 22.8% in relationship with students, 10.1% in relationship with community and 12.7% in academic involvement are at the high level. 18.8% of matric school teachers with age above 46yrs in curricular activities, 12.5% in co-curricular activities, 9.4% in professional growth, 31.3% in relationship with students, 18.8% in relationship with community and 21.9% in academic involvement are at the high level.

Sex

It is revealed that 8.5% of male matric school teachers in curricular activities, 8.5% in co-curricular activities, 10.6% in professional growth, 17.0% in relationship with students, 19.1% in relationship with community and 17.0% in academic involvement are at the high level. 13.7% of female matric school teachers in curricular activities, 6.3% in co-curricular activities, 10.2% in professional growth, 21.6% in relationship with students, 8.6% in relationship with community and 13.3% in academic involvement are at the high level.
Marital Status

It is revealed that 11.6% of married matric school teachers in curricular activities, 4.5% in co-curricular activities, 9.4% in professional growth, 20.6% in relationship with students, 9.4% in relationship with community and 12.0% in academic involvement are at the high level. 16.8% of unmarried matric school teachers in curricular activities, 12.6% in co-curricular activities, 12.6% in professional growth, 22.1% in relationship with students, 11.6% in relationship with community and 18.9% in academic involvement are at the high level.

Designation

It is revealed that 13.8% of BT matric school teachers in curricular activities, 8.2% in co-curricular activities, 9.2% in professional growth, 21.5% in relationship with students, 8.2% in relationship with community and 14.4% in academic involvement are at the high level. 12.0% of PG matric school teachers in curricular activities, 4.8% in co-curricular activities, 11.4% in professional growth, 20.4% in relationship with students, 12.0% in relationship with community and 13.2% in academic involvement are at the high level.

Qualification

It is revealed that 16.0% of matric school teachers with qualification is B.A/B.Sc,B.Ed in curricular activities, 8.3% in co-curricular activities, 8.3% in professional growth, 19.4% in relationship with students, 6.3% in relationship with community and 13.9% in academic involvement are at the high level. 8.1% of matric school teachers with qualification is M.A/M.Sc,B.Ed in curricular activities, 5.8% in co-curricular activities, 12.1% in professional growth, 20.8% in relationship with students, 12.1% in relationship with community and 12.7% in academic involvement are at the high level. 22.2% of matric school teachers with qualification is M.Phil/Ph.D in curricular activities, 4.4% in co-curricular activities, 8.9% in professional growth, 26.7% in relationship with students, 13.3% in relationship with community and 17.8% in academic involvement are at the high level.

Nature of subject

It is revealed that 14.4% of matric arts teachers in curricular activities, 6.6% in co-curricular activities, 7.2% in professional growth, 21.0% in relationship with students, 9.4% in relationship with community and 12.2% in academic involvement are at the high level. 11.6% of matric science teachers in curricular activities, 6.6% in co-curricular
activities, 13.3% in professional growth, 21.0% in relationship with students, 10.5% in relationship with community and 15.5% in academic involvement are at the high level.

Experience

It is revealed that 12.8% of matric school teachers with experience upto 10yrs in curricular activities, 6.6% in co-curricular activities, 10.7% in professional growth, 21.0% in relationship with students, 9.7% in relationship with community and 13.4% in academic involvement are at the high level. 13.1% of matric school teachers with experience 11-20yrs in curricular activities, 6.6% in co-curricular activities, 9.8% in professional growth, 21.3% in relationship with students, 9.8% in relationship with community and 14.8% in academic involvement are at the high level. 18.2% of matric school teachers with experience above 20yrs in curricular activities, 10.0% in co-curricular activities, 0% in professional growth, 18.2% in relationship with students, 18.2% in relationship with community and 18.2% in academic involvement are at the high level.

Salary

It is revealed that 13.2% of matric school teachers with salary upto Rs 10000 in curricular activities, 5.9% in co-curricular activities, 10.4% in professional growth, 19.8% in relationship with students, 8.7% in relationship with community and 13.2% in academic involvement are at the high level. 9.1% of matric school teachers with salary Rs 10001-25000 in curricular activities, 9.1% in co-curricular activities, 9.1% in professional growth, 31.8% in relationship with students, 13.6% in relationship with community and 13.6% in academic involvement are at the high level. 16.7% of matric school teachers with salary above Rs 25001 in curricular activities, 5.9% in co-curricular activities, 10.0% in professional growth, 16.7% in relationship with students, 16.7% in relationship with community and 20.0% in academic involvement are at the high level.

Teacher's Locality

It is revealed that 10.9% of matric rural locality teachers in curricular activities, 6.6% in co-curricular activities, 9.3% in professional growth, 22.1% in relationship with students, 10.5% in relationship with community and 13.6% in academic involvement are at the high level. 18.3% of matric urban locality teachers in curricular activities, 6.7% in co-curricular activities, 12.5% in professional growth, 18.3% in relationship with students, 8.7% in relationship with community and 14.4% in academic involvement are at the high level.
Locality of institution

It is revealed that 11.1% of matric rural school teachers in curricular activities, 6.4% in co-curricular activities, 9.8% in professional growth, 20.1% in relationship with students, 9.0% in relationship with community and 12.0% in academic involvement are at the high level. 16.4% of matric urban school teachers in curricular activities, 7.0% in co-curricular activities, 10.9% in professional growth, 22.7% in relationship with students, 11.7% in relationship with community and 17.2% in academic involvement are at the high level.

In-service Training

It is revealed that 20.6% of matric school teachers who have attended in-service training in curricular activities, 20.6% in co-curricular activities, 14.7% in professional growth, 32.4% in relationship with students, 20.6% in relationship with community and 23.5% in academic involvement are at the high level. 12.2% of matric school teachers who have not attended in-service training in curricular activities, 5.2% in co-curricular activities, 9.8% in professional growth, 19.8% in relationship with students, 8.8% in relationship with community and 12.8% in academic involvement are at the high level.

JOB SATISFACTION OF MATRIC SCHOOL TEACHERS

Age

It is revealed that the job satisfaction of 9.2% of matric school teachers with age upto35yrs, 11.4% of matric school teachers with age 36-45yrs, and 31.3% of matric school teachers with age above 46yrs are at the high level.

Sex

The job satisfaction of 12.8% of male matric school teachers and 11.4% of female matric school teachers are at the high level.

Marital Status

The job satisfaction of 12.7% of married matric school teachers and 8.4% of unmarried matric school teachers are at the high level.

Designation

The job satisfaction of 9.7% of matric BT teachers and 13.8% of matric PG teachers are at the high level.

Qualification

The job satisfaction of 6.3% of matric school teachers with qualification is B.A/B.Sc,B.Ed 15.0% of matric school teachers with qualification is M.A/M.Sc,B.Ed,
and 15.6% of matric school teachers with qualification is M.Phil/Ph.D are at the high level.

Nature of subject

The job satisfaction of 12.7% of matric arts teachers, and 10.5% of matric science teachers are at the high level.

Experience

The job satisfaction of 9.7% of matric school teachers with experience upto 10yrs, 14.8% of matric school teachers with experience 11-20yrs and 45.5% of matric school teachers with experience above 20yrs are at the high level.

Salary

The job satisfaction of 8.7% of matric school teachers with salary upto Rs 10000, 20.5% of matric school teachers with salary Rs 10001-25000, and 26.7% of matric school teachers with salary above Rs 25001 are at the high level.

Teacher's Locality

The job satisfaction of 9.7% rural locality matric school teachers and 16.3% of urban locality matric school teachers are at the high level.

Locality of institution

The job satisfaction of 8.5% of matric rural school teachers and 17.2% of matric urban school teachers are at the high level.

In-service Training

The job satisfaction of 17.6% of matric school teachers who have attended in-service training, and 11.0% of Matric School teachers who have not attended in-service training are at the high level.

SELF-CONCEPT OF MATRIC SCHOOL TEACHERS

Age

It is revealed that 13.5% of Matric School teachers with age upto35yrs in personal self-concept, 12.0% in academic self-concept, 11.2% in social self-concept, and 10.8% in self-concept are at the high level. 13.9% of matric school teachers with age 36-45yrs in personal self-concept 11.4% in academic self-concept, 1.3% in social self-concept, and 11.4% in self-concept are at the high level. 18.8% of matric school teachers with age above 46yrs in personal self-concept, 34.4% in academic self-concept, 18.8% in social self-concept, and 21.9% in self-concept are at the high level.
Sex

It is revealed that 21.3% of male matric school teachers in personal self-concept, 10.6% in academic self-concept, 17.0% in social self-concept, and 17.0% in self-concept are at the high level. 13.0% of female matric school teachers in personal self-concept, 14.3% in academic self-concept, 8.6% in social self-concept, and 11.1% in self-concept are at the high level.

Marital Status

It is revealed that 15.7% of married matric school teachers in personal self-concept, 15.4% in academic self-concept, 10.9% in social self-concept, and 13.9% in self-concept are at the high level. 9.5% of unmarried matric school teachers in personal self-concept, 9.5% in academic self-concept, 6.3% in social self-concept, and 6.3% in self-concept are at the high level.

Designation

It is revealed that 14.9% of BT matric school teachers in personal self-concept, 12.3% in academic self-concept, 9.7% in social self-concept, and 10.8% in self-concept are at the high level. 13.2% of PG matric school teachers in personal self-concept, 15.6% in academic self-concept, 9.6% in social self-concept, and 13.2% in self-concept are at the high level.

Qualification

It is revealed that 11.1% of matric school teachers with qualification is B.A/B.Sc,B.Ed in personal self-concept, 9.7% in academic self-concept, 9.0% in social self-concept, and 9.0% in self-concept are at the high level. 16.8% of matric school teachers with qualification is M.A/M.Sc,B.Ed in personal self-concept, 15.6% in academic self-concept, 9.8% in social self-concept, and 12.1% in self-concept are at the high level. 13.3% of matric school teachers with qualification is M.Phil/Ph.D in personal self-concept, 20.0% in academic self-concept, 11.1% in social self-concept, and 20.0% in self-concept are at the high level.

Nature of subject

It is revealed that 13.3% of matric arts teachers in personal self-concept, 12.7% in academic self-concept, 9.9% in social self-concept, and 11.6% in self-concept are at the high level. 14.9% of matric science teachers in personal self-concept, 14.9% in academic self-concept, 9.4% in social self-concept, and 12.2% in self-concept are at the high level.
Experience

It is revealed that 13.1% of matric school teachers with experience upto 10yrs in personal self-concept, 11.0% in academic self-concept, 9.3% in social self-concept, and 9.7% in self-concept are at the high level. 16.4% of matric school teachers with experience 11-20yrs in personal self-concept, 19.7% in academic self-concept, 8.2% in social self-concept, and 18.0% in self-concept are at the high level. 27.3% of matric school teachers with experience above 20yrs in personal self-concept, 54.5% in academic self-concept, 27.3% in social self-concept, and 36.4% in self-concept are at the high level.

Salary

It is revealed that 10.8% of matric school teachers with salary upto Rs 10000 in personal self-concept, 11.5% in academic self-concept, 9.7% in social self-concept, and 10.4% in self-concept are at the high level. 31.8% of matric school teachers with salary Rs 10001-25000 in personal self-concept, 22.7% in academic self-concept, 11.4% in social self-concept, and 15.9% in self-concept are at the high level. 20.0% of matric school teachers with salary above Rs 25001 in personal self-concept, 23.3% in academic self-concept, 6.7% in social self-concept, and 20.0% in self-concept are at the high level.

Teacher's Locality

It is revealed that 14.3% of matric rural locality teachers in personal self-concept, 12.8% in academic self-concept, 9.3% in social self-concept, and 10.9% in self-concept are at the high level. 13.5% of matric urban locality teachers in personal self-concept, 16.3% in academic self-concept, 10.6% in social self-concept, and 14.4% in self-concept are at the high level.

Locality of institution

It is revealed that 14.5% of matric rural school teachers in personal self-concept, 11.5% in academic self-concept, 9.8% in social self-concept, and 11.1% in self-concept are at the high level. 13.3% of matric urban school teachers in personal self-concept, 18.0% in academic self-concept, 9.4% in social self-concept, and 13.3% in self-concept are at the high level.

In-service Training

It is revealed that 14.7% of matric school teachers who have attended in-service training in personal self-concept, 8.8% in academic self-concept, 5.9% in social self-concept, and 8.8% in self-concept are at the high level. 14.0% of matric school teachers who have not attended in-service training in personal self-concept, 14.3% in academic
self-concept, 10.1% in social self-concept, and 12.2% in self-concept are at the high level.

SELF AWARENESS OF MATRIC SCHOOL TEACHERS

Age

It is revealed that 16.7% of matric school teachers with age upto 35yrs in self awareness, 11.6% in self regulation, 19.9% in motivation, 18.7% in social awareness and 18.7% in emotional intelligence are at the high level. 15.2% of matric school teachers with age 36-45yrs in self awareness, 11.4% in self regulation, 19.0% in motivation, 16.5% in social awareness and 13.9% in emotional intelligence are at the high level. 6.3% of matric school teachers with age above 46yrs in self awareness, 21.9% in self regulation, 12.5% in motivation, 21.9% in social awareness and 15.6% in emotional intelligence are at the high level.

Sex

It is revealed that 23.4% of male matric school teachers in self awareness, 17.0% in self regulation, 27.7% in motivation, 19.1% in social awareness and 25.5% in emotional intelligence are at the high level. 14.3% of female matric school teachers in self awareness, 11.7% in self regulation, 17.8% in motivation, 18.4% in social awareness and 16.2% in emotional intelligence are at the high level.

Marital Status

It is revealed that 14.2% of married matric school teachers in self awareness, 13.1% in self regulation, 19.1% in motivation, 16.5% in social awareness and 15.7% in emotional intelligence are at the high level. 18.9% unmarried matric school teachers in self awareness, 10.5% in self regulation, 18.9% in motivation, 24.2% in social awareness and 22.1% in emotional intelligence are at the high level.

Designation

It is revealed that 15.4% of BT matric school teachers in self awareness, 8.7% in self regulation, 21.0% in motivation, 19.5% in social awareness and 14.9% in emotional intelligence are at the high level. 15.6% of PG matric school teachers in self awareness, 16.8% in self regulation, 16.8% in motivation, 17.4% in social awareness and 20.4% in emotional intelligence are at the high level.

Qualification

It is revealed that 17.4% of matric school teachers with qualification is B.A/B.Sc,B.Ed in self awareness, 7.6% in self regulation, 16.7% in motivation, 16.0% in
social awareness and 13.2% in emotional intelligence are at the high level. 14.5% of matric school teachers with qualification is M.A/M.Sc,B.Ed in self awareness, 14.5% in self regulation, 21.4% in motivation, 20.2% in social awareness and 20.2% in emotional intelligence are at the high level. 13.3% of matric school teachers with qualification is M.Phil/Ph.D in self awareness, 20.0% in self regulation, 17.8% in motivation, 20.0% in social awareness and 20.0% in emotional intelligence are at the high level.

**Nature of subject**

It is revealed that 16.0% of matric arts teachers in self awareness, 12.2% in self regulation, 19.3% in motivation, 20.4% in social awareness and 19.3% in emotional intelligence are at the high level. 14.9% of matric science teachers in self awareness, 12.7% in self regulation, 18.8% in motivation, 16.6% in social awareness and 15.5% in emotional intelligence are at the high level.

**Experience**

It is revealed that 16.6% of matric school teachers with experience upto 10yrs in self awareness, 11.5% in self regulation, 19.3% in motivation, 16.9% in social awareness and 17.2% in emotional intelligence are at the high level. 9.8% of matric school teachers with experience 11-20yrs in self awareness, 13.1% in self regulation, 13.1% in motivation, 23.0% in social awareness and 11.5% in emotional intelligence are at the high level. 18.2% of matric school teachers with experience above 20yrs in self awareness, 27.3% in self regulation, 45.5% in motivation, 36.4% in social awareness and 54.5% in emotional intelligence are at the high level.

**Salary**

It is revealed that 16.3% of matric school teachers with salary upto Rs 10000 in self awareness, 11.7% in self regulation, 18.1% in motivation, 18.1% in social awareness and 17.4% in emotional intelligence are at the high level. 11.4% of matric school teachers with salary Rs 10001-25000 in self awareness, 18.2% in self regulation, 25.0% in motivation, 22.7% in social awareness and 20.5% in emotional intelligence are at the high level. 13.3% of matric school teachers with salary above Rs 25001 in self awareness, 13.3% in self regulation, 20.0% in motivation, 16.7% in social awareness and 13.3% in emotional intelligence are at the high level.

**Teacher's Locality**

It is revealed that 15.5% of rural locality matric school teachers in self awareness, 13.6% in self regulation, 20.9% in motivation, 17.8% in social awareness and 18.2% in emotional intelligence are at the high level. 15.4% of urban locality matric school
teachers in self awareness, 9.6% in self regulation, 14.4% in motivation, 20.2% in social awareness and 15.4% in emotional intelligence are at the high level.

Locality of institution

It is revealed that 15.4% of rural matric school teachers in self awareness, 13.2% in self regulation, 19.2% in motivation, 15.4% in social awareness and 16.2% in emotional intelligence are at the high level. 15.6% of urban matric school teachers in self awareness 12.3% in self regulation, 18.8% in motivation, 24.2% in social awareness and 19.5% in emotional intelligence are at the high level.

In-service Training

It is revealed that 11.8% of matric school teachers who have attended in-service training in self awareness, 5.9% in self regulation, 20.6% in motivation, 11.8% in social awareness and 11.8% in emotional intelligence are at the high level. 15.9% of matric school teachers who have not attended in-service training in self awareness, 13.1% in self regulation, 18.9% in motivation, 19.2% in social awareness and 18.0% in emotional intelligence are at the high level.

ACADEMIC INVOLVEMENT OF NON-MATRIC SCHOOL TEACHERS

Age

It is revealed that 10.6% of non-matric school teachers with age upto 35yrs in curricular activities, 2.9% in co-curricular activities, 8.7% in professional growth, 15.4% in relationship with students, 11.5% in relationship with community and 12.5% in academic involvement are at the high level. 13.2% of non-matric school teachers with age 36-45yrs in curricular activities, 7.9% in co-curricular activities, 11.2% in professional growth, 18.4% in relationship with students, 9.2% in relationship with community and 12.7% in academic involvement are at the high level. 18.5% of non-matric school teachers with age above 46yrs in curricular activities, 13.8% in co-curricular activities, 14.6% in professional growth, 31.5% in relationship with students, 16.2% in relationship with community and 21.9% in academic involvement are at the high level.

Sex

It is revealed that 15.7% of male non-matric school teachers in curricular activities, 8.8% in co-curricular activities, 50.7% in professional growth, 11.8% in relationship with students, 11.8% in relationship with community and 16.7% in academic involvement are at the high level. 13.7% of female non-matric school teachers in
curricular activities, 8.5% in co-curricular activities, 10.2% in professional growth, 21.5% in relationship with students, 12.3% in relationship with community and 16.9% in academic involvement are at the high level.

**Marital Status**

It is revealed that 14.6% of married non-matric school teachers in curricular activities, 8.6% in co-curricular activities, 11.9% in professional growth, 22.4% in relationship with students, 12.2% in relationship with community and 16.9% in academic involvement are at the high level. 8.3% of unmarried non-matric school teachers in curricular activities, 8.3% in co-curricular activities, 8.3% in professional growth, 16.7% in relationship with students, 12.5% in relationship with community and 16.7% in academic involvement are at the high level.

**Designation**

It is revealed that 16.3% of BT non-matric school teachers in curricular activities, 8.8% in co-curricular activities, 11.6% in professional growth, 21.9% in relationship with students, 11.2% in relationship with community and 18.6% in academic involvement are at the high level. 11.7% of PG non-matric school teachers in curricular activities, 8.2% in co-curricular activities, 11.7% in professional growth, 22.2% in relationship with students, 13.5% in relationship with community and 14.6% in academic involvement are at the high level.

**Qualification**

It is revealed that 19.0% of non-matric school teachers with qualification is B.A/B.Sc,B.Ed in curricular activities, 9.0% in co-curricular activities, 7.0% in professional growth, 18.0% in relationship with students, 8.0% in relationship with community and 15.0% in academic involvement are at the high level. 11.3% of non-matric school teachers with qualification is M.A/M.Sc,B.Ed in curricular activities, 5.7% in co-curricular activities, 13.9% in professional growth, 19.6% in relationship with students, 12.4% in relationship with community and 14.9% in academic involvement are at the high level. 15.2% of non-matric school teachers with qualification is M.Phil/Ph.D in curricular activities, 14.1% in co-curricular activities, 12.0% in professional growth, 31.5% in relationship with students, 16.3% in relationship with community and 22.8% in academic involvement are at the high level.

**Nature of subject**

It is revealed that 15.3% of non-matric arts teachers in curricular activities, 10.6% in co-curricular activities, 10.0% in professional growth, 27.6% in relationship with
students, 10.6% in relationship with community and 16.5% in academic involvement are at the high level. 13.4% of non-matric science teachers in curricular activities, 6.9% in co-curricular activities, 13.0% in professional growth, 17.6% in relationship with students, 13.4% in relationship with community and 17.1% in academic involvement are at the high level.

Experience

It is revealed that 11.1% of non-matric school teachers with experience upto 10yrs in curricular activities, 4.8% in co-curricular activities, 9.6% in professional growth, 15.4% in relationship with students, 12.5% in relationship with community and 13.5% in academic involvement are at the high level. 19.2% of non-matric school teachers with experience 11-20yrs in curricular activities, 15.1% in co-curricular activities, 12.3% in professional growth, 34.9% in relationship with students, 11.0% in relationship with community and 21.9% in academic involvement are at the high level. 12.5% of non-matric school teachers with experience above 20yrs in curricular activities, 3.1% in co-curricular activities, 21.9% in professional growth, 6.3% in relationship with students, 15.6% in relationship with community and 15.6% in academic involvement are at the high level.

Salary

It is revealed that 11.4% of non-matric school teachers with salary upto Rs 10000 in curricular activities, 6.3% in co-curricular activities, 10.1% in professional growth, 13.9% in relationship with students, 6.3% in relationship with community and 13.9% in academic involvement are at the high level. 12.4% of non-matric school teachers with salary Rs 10001-25000 in curricular activities, 5.6% in co-curricular activities, 8.7% in professional growth, 21.7% in relationship with students, 12.4% in relationship with community and 13.0% in academic involvement are at the high level. 17.8% of non-matric school teachers with salary above Rs 25001 in curricular activities, 13.0% in co-curricular activities, 15.8% in professional growth, 26.7% in relationship with students, 15.1% in relationship with community and 22.6% in academic involvement are at the high level.

Teacher's Locality

It is revealed that 15.0% of non-matric rural locality teachers in curricular activities, 9.4% in co-curricular activities, 12.2% in professional growth, 22.0% in relationship with students, 13.6% in relationship with community and 17.8% in academic involvement are at the high level. 12.0% of non-matric urban locality teachers in
curricular activities, 6.0% in co-curricular activities, 10.0% in professional growth, 22.0% in relationship with students, 8.0% in relationship with community and 14.0% in academic involvement are at the high level.

**Locality of institution**

It is revealed that 15.7% of non-matric rural school teachers in curricular activities, 9.4% in co-curricular activities, 13.0% in professional growth, 20.4% in relationship with students, 13.7% in relationship with community and 17.4% in academic involvement are at the high level. 9.2% of non-matric urban school teachers in curricular activities, 5.7% in co-curricular activities, 6.9% in professional growth, 27.6% in relationship with students, 6.9% in relationship with community and 14.9% in academic involvement are at the high level.

**In-service Training**

It is revealed that 16.1% of non-matric school teachers who have attended in-service training in curricular activities, 9.7% in co-curricular activities, 12.8% in professional growth, 24.6% in relationship with students, 13.4% in relationship with community and 18.2% in academic involvement are at the high level. 3.5% of non-matric school teachers who have not attended in-service training in curricular activities, 1.8% in co-curricular activities, 5.3% in professional growth, 7.0% in relationship with students, 5.3% in relationship with community and 8.8% in academic involvement are at the high level.

**JOB SATISFACTION OF NON-MATRIC SCHOOL TEACHERS**

**Age**

It is revealed that the job satisfaction of 12.5% of non-matric school teachers with age upto 35yrs, 20.4% of non-matric school teachers with age 36-45yrs, and 22.3% of non-matric school teachers with age above 46yrs are at the high level.

**Sex**

The job satisfaction of 15.7% of male non-matric school teachers and 20.1% of female non-matric school teachers are at the high level.

**Marital Status**

The job satisfaction of 19.9% of married non-matric school teachers and 4.2% of unmarried non-matric school teachers are at the high level.
Designation

The job satisfaction of 19.1% of non-matric BT teachers and 18.7% of non-matric PG teachers are at the high level.

Qualification

The job satisfaction of 16.0% of non-matric school teachers with qualification is B.A/B.Sc, B.Ed 20.6% of non-matric school teachers with qualification is M.A/M.Sc, B.Ed, and 18.5% of non-matric school teachers with qualification is M.Phil/Ph.D are at the high level.

Nature of subject

The job satisfaction of 18.8% of non-matric arts teachers, and 19.0% of non-matric science teachers are at the high level.

Experience

The job satisfaction of 12.5% of non-matric school teachers with experience up to 10yrs, 21.9% of non-matric school teachers with experience 11-20yrs and 46.9% of non-matric school teachers with experience above 20yrs are at the high level.

Salary

The job satisfaction of 12.7% of non-matric school teachers with salary up to Rs 10000, 14.9% of non-matric school teachers with salary Rs 10001-25000, and 26.7% of non-matric school teachers with salary above Rs 25001 are at the high level.

Teacher’s Locality

The job satisfaction of 18.5% rural locality non-matric school teachers and 20.0% of urban locality non-matric school teachers are at the high level.

Locality of institution

The job satisfaction of 19.7% of non-matric rural school teachers and 16.1% of non-matric urban school teachers are at the high level.

In-service Training

The job satisfaction of 20.7% of non-matric school teachers who have attended in-service training, and 8.8% of non-matric school teachers who have not attended in-service training are at the high level.
SELF-CONCEPT OF NON-MATRIC SCHOOL TEACHERS

Age

It is revealed that 12.5% of non-matric school teachers with age upto 35yrs in personal self-concept, 17.3% in academic self-concept, 11.5% in social self-concept, and 11.5% in self-concept are at the high level. 17.8% of non-matric school teachers with age 36-45yrs in personal self-concept, 19.7% in academic self-concept, 11.8% in social self-concept, and 17.1% in self-concept are at the high level. 15.4% of non-matric school teachers with age above 46yrs in personal self-concept, 18.5% in academic self-concept, 10.0% in social self-concept, and 15.4% in self-concept are at the high level.

Sex

It is revealed that 15.7% of male non-matric school teachers in personal self-concept, 16.7% in academic self-concept, 9.8% in social self-concept, and 12.7% in self-concept are at the high level. 15.5% of female non-matric school teachers in personal self-concept, 19.4% in academic self-concept, 11.6% in social self-concept, and 15.8% in self-concept are at the high level.

Marital Status

It is revealed that 15.7% of married non-matric school teachers in personal self-concept, 18.5% in academic self-concept, 11.3% in social self-concept, and 15.2% in self-concept are at the high level. 12.5% of unmarried non-matric school teachers in personal self-concept, 20.8% in academic self-concept, 8.3% in social self-concept, and 6.3% in self-concept are at the high level.

Designation

It is revealed that 14.4% of BT non-matric school teachers in personal self-concept, 19.1% in academic self-concept, 11.6% in social self-concept, and 14.4% in self-concept are at the high level. 17.0% of PG non-matric school teachers in personal self-concept, 18.1% in academic self-concept, 10.5% in social self-concept, and 15.8% in self-concept are at the high level.

Qualification

It is revealed that 13.0% of non-matric school teachers with qualification is B.A/B.Sc,B.Ed in personal self-concept, 22.0% in academic self-concept, 9.0% in social self-concept, and 12.0% in self-concept are at the high level. 15.5% of non-matric school teachers with qualification is M.A/M.Sc,B.Ed in personal self-concept, 17.0% in academic self-concept, 10.3% in social self-concept, and 14.4% in self-concept are at the high level. 18.5% of non-matric school teachers with qualification is M.Phil/Ph.D in
personal self-concept, 18.5% in academic self-concept, 15.2% in social self-concept, and 19.6% in self-concept are at the high level.

Nature of subject

It is revealed that 17.1% of non-matric arts teachers in personal self-concept, 22.9% in academic self-concept, 14.7% in social self-concept, and 19.4% in self-concept are at the high level. 14.4% of non-matric science teachers in personal self-concept, 15.3% in academic self-concept, 8.3% in social self-concept, and 11.6% in self-concept are at the high level.

Experience

It is revealed that 13.9% of non-matric school teachers with experience upto 10yrs in personal self-concept, 16.3% in academic self-concept, 9.1% in social self-concept, and 12.0% in self-concept are at the high level. 15.8% of non-matric school teachers with experience 11-20yrs in personal self-concept, 19.9% in academic self-concept, 13.0% in social self-concept, and 17.1% in self-concept are at the high level. 25.0% of non-matric school teachers with experience above 20yrs in personal self-concept, 28.1% in academic self-concept, 15.6% in social self-concept, and 25.0% in self-concept are at the high level.

Salary

It is revealed that 11.4% of non-matric school teachers with salary upto Rs 10000 in personal self-concept, 17.7% in academic self-concept, 12.7% in social self-concept, and 11.4% in self-concept are at the high level. 13.0% of non-matric school teachers with salary Rs 10001-25000 in personal self-concept, 15.5% in academic self-concept, 8.1% in social self-concept, and 11.8% in self-concept are at the high level. 20.5% of non-matric school teachers with salary above Rs 25001 in personal self-concept, 22.6% in academic self-concept, 13.7% in social self-concept, and 20.5% in self-concept are at the high level.

Teacher’s Locality

It is revealed that 14.0% of non-matric rural locality teachers in personal self-concept, 16.4% in academic self-concept, 9.8% in social self-concept, and 12.6% in self-concept are at the high level. 20.0% of non-matric urban locality teachers in personal self-concept, 25.0% in academic self-concept, 15.0% in social self-concept, and 22.0% in self-concept are at the high level.
Locality of institution

It is revealed that 15.1% of non-matric rural school teachers in personal self-concept, 15.7% in academic self-concept, 9.7% in social self-concept, and 12.4% in self-concept are at the high level. 17.2% of non-matric urban school teachers in personal self-concept, 28.7% in academic self-concept, 16.1% in social self-concept, and 24.1% in self-concept are at the high level.

In-service Training

It is revealed that 16.4% of non-matric school teachers who have attended in-service training in personal self-concept, 19.1% in academic self-concept, 10.9% in social self-concept, and 16.1% in self-concept are at the high level. 10.5% of non-matric school teachers who have not attended in-service training in personal self-concept, 15.8% in academic self-concept, 12.3% in social self-concept, and 8.8% in self-concept are at the high level.

SELF AWARENESS OF NON-MATRIC SCHOOL TEACHERS

Age

It is revealed that 6.7% of non-matric school teachers with age upto 35yrs in self awareness, 8.7% in self regulation, 9.6% in motivation, 21.2% in social awareness and 11.5% in emotional intelligence are at the high level. 6.6% of non-matric school teachers with age 36-45yrs in self awareness, 15.1% in self regulation, 11.2% in motivation, 13.8% in social awareness and 11.2% in emotional intelligence are at the high level. 6.9% of non-matric school teachers with age above 46yrs in self awareness, 15.4% in self regulation, 13.1% in motivation, 26.2% in social awareness and 9.2% in emotional intelligence are at the high level.

Sex

It is revealed that 9.8% of male non-matric school teachers in self awareness, 15.7% in self regulation, 13.7% in motivation, 22.5% in social awareness and 11.8% in emotional intelligence are at the high level. 5.6% of female non-matric school teachers in self awareness, 12.7% in self regulation, 10.6% in motivation, 19.0% in social awareness and 10.2% in emotional intelligence are at the high level.

Marital Status

It is revealed that 13.8% of married non-matric school teachers in self awareness, 18.5% in self regulation, 11.3% in motivation, 19.9% in social awareness and 10.5% in emotional intelligence are at the high level. 0% of unmarried non-matric school teachers
in self awareness, 8.3% in self regulation, 12.5% in motivation, 20.8% in social awareness and 12.5% in emotional intelligence are at the high level.

**Designation**

It is revealed that 5.6% of BT non-matric school teachers in self awareness, 11.6% in self regulation, 12.6% in motivation, 20.0% in social awareness and 10.7% in emotional intelligence are at the high level. 8.2% of PG non-matric school teachers in self awareness, 15.8% in self regulation, 9.9% in motivation, 19.9% in social awareness and 10.5% in emotional intelligence are at the high level.

**Qualification**

It is revealed that 4.0% of non-matric school teachers with qualification is B.A/B.Sc,B.Ed in self awareness, 15.0% in self regulation, 12.0% in motivation, 17.0% in social awareness and 12.0% in emotional intelligence are at the high level. 8.8% of non-matric school teachers with qualification is M.A/M.Sc,B.Ed in self awareness, 12.4% in self regulation, 10.8% in motivation, 21.1% in social awareness and 10.3% in emotional intelligence are at the high level. 5.4% of non-matric school teachers with qualification is M.Phil/Ph.D in self awareness, 14.1% in self regulation, 12.0% in motivation, 20.7% in social awareness and 9.8% in emotional intelligence are at the high level.

**Nature of subject**

It is revealed that 8.2% of non-matric arts teachers in self awareness, 14.7% in self regulation, 15.9% in motivation, 23.5% in social awareness and 12.9% in emotional intelligence are at the high level. 5.6% of non-matric science teachers in self awareness, 12.5% in self regulation, 7.9% in motivation, 17.1% in social awareness and 8.8% in emotional intelligence are at the high level.

**Experience**

It is revealed that 6.3% of non-matric school teachers with experience upto 10yrs in self awareness, 11.1% in self regulation, 10.1% in motivation, 18.3% in social awareness and 10.6% in emotional intelligence are at the high level. 8.2% of non-matric school teachers with experience 11-20yrs in self awareness, 15.1% in self regulation, 13.7% in motivation, 22.6% in social awareness and 11.6% in emotional intelligence are at the high level. 3.1% of non-matric school teachers with experience above 20yrs in self awareness, 21.9% in self regulation, 9.4% in motivation, 18.8% in social awareness and 6.3% in emotional intelligence are at the high level.
Salary

It is revealed that 6.3% of non-matric school teachers with salary upto Rs 10000 in self awareness, 11.4% in self regulation, 11.4% in motivation, 15.2% in social awareness and 10.1% in emotional intelligence are at the high level. 6.2% of non-matric school teachers with salary Rs 10001-25000 in self awareness, 12.4% in self regulation, 11.8% in motivation, 21.7% in social awareness and 12.4% in emotional intelligence are at the high level. 7.5% of non-matric school teachers with salary above Rs 25001 in self awareness, 15.8% in self regulation, 11.0% in motivation, 20.5% in social awareness and 8.9% in emotional intelligence are at the high level.

Teacher's Locality

It is revealed that 7.0% of rural locality non-matric school teachers in self awareness, 11.9% in self regulation, 9.4% in motivation, 18.5% in social awareness and 10.5% in emotional intelligence are at the high level. 6.0% of urban locality non-matric school teachers in self awareness, 18.0% in self regulation, 17.0% in motivation, 24.0% in social awareness and 11.0% in emotional intelligence are at the high level.

Locality of institution

It is revealed that 7.4% of rural non-matric school teachers in self awareness, 12.0% in self regulation, 10.0% in motivation, 17.7% in social awareness and 9.4% in emotional intelligence are at the high level. 4.6% of urban non-matric school teachers in self awareness, 18.4% in self regulation, 16.1% in motivation, 27.6% in social awareness and 14.9% in emotional intelligence are at the high level.

In-service Training

It is revealed that 7.3% of non-matric school teachers who have attended in-service training in self awareness, 14.3% in self regulation, 11.9% in motivation, 21.0% in social awareness and 10.6% in emotional intelligence are at the high level. 3.5% of non-matric school teachers who have not attended in-service training in self awareness, 8.8% in self regulation, 8.8% in motivation, 14.0% in social awareness and 10.5% in emotional intelligence are at the high level.

SECTION – II

ACADEMIC INVOLVEMENT OF MATRIC SCHOOL TEACHERS

4.9.1 There is no significant difference between male and female matric school teachers in curricular activities, relationship with students, relationship with community and academic involvement.
But there exists significant difference in their co-curricular activities and professional growth. While comparing the mean scores between the two groups, the male teachers (19.94) are better than the female teachers (18.93) in their co-curricular activities. The male teachers (25.96) are better than the female teachers (24.40) in professional growth.

4.9.2 There is no significant difference between BT matric school teachers and PG matric school teachers in curricular activities, co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

4.9.3 There is no significant difference between arts matric school teachers and science matric school teachers in co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

But there exists significant difference in their curricular activities. While comparing the mean scores between the two groups, the arts teachers (30.00) are better than the science teachers (29.24) in their curricular activities.

4.9.4 There is no significant difference between married and unmarried matric school teachers in curricular activities, relationship with students, relationship with community and academic involvement.

But there exists significant difference in their co-curricular activities. While comparing the mean scores between the two groups, the unmarried teachers (19.66) are better than the married teachers (18.84) in co-curricular activities.

4.9.5 There is no significant difference between rural locality matric school teachers and urban locality matric school teachers in curricular activities, co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

4.9.6 There is no significant difference between rural matric school teachers and urban matric school teachers in curricular activities, co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

4.9.7 There is no significant difference between in-service training attended and in-service training not attended matric school teachers in curricular activities, co-curricular activities and professional growth relationship with students, relationship with community and academic involvement.
But there exists significant difference in their relationship with students, relationship with community and academic involvement. While comparing the mean scores between the two groups, the in-service training attended teachers (25.71) are better than the in-service training not attended teachers (24.58) in relationship with students. The in-service training attended teachers (27.00) are better than the in-service training not attended teachers (25.37) in relationship with community, the in-service training attended teachers (128.38) are better than the in-service training not attended teachers (122.98) in academic involvement.

**JOB SATISFACTION OF MATRIC SCHOOL TEACHERS**

4.10. There is no significant difference between male and female matric school teachers in Job Satisfaction. There is no significant difference between BT and PG matric school teachers in Job Satisfaction. There is no significant difference between married and unmarried matric school teachers in Job Satisfaction. There is no significant difference between in-service training attended and in-service training not attended matric school teachers in Job Satisfaction.

But there exists significant difference between rural locality and urban locality matric school teachers in Job Satisfaction. While comparing the mean scores between the two groups, the urban locality teachers (31.67) are better than the rural locality teachers (30.06) in Job Satisfaction. There exists significant difference between rural and urban matric school teachers in Job Satisfaction. While comparing the mean scores between the two groups, the urban school teachers (31.82) are better than the rural school teachers (29.82) in Job Satisfaction.

**SELF-CONCEPT OF MATRIC SCHOOL TEACHERS**

4.11.1 There is no significant difference between male and female matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.

4.11.2 There is no significant difference between BT and PG matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.

4.11.3 There is no significant difference between arts and science matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.
4.11.4 There is no significant difference between married and unmarried matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.

4.11.5 There is no significant difference between rural locality and urban locality matric school teachers in their personal self-concept, social self-concept and self-concept.

But there exists significant difference between rural locality and urban locality matric school teachers in their academic self-concept. While comparing the mean scores between the two groups, the urban locality teachers (36.79) are better than the rural locality teachers (35.58) in academic self-concept.

4.11.6 There is no significant difference between rural and urban matric school teachers in their personal self-concept, social self-concept and self-concept.

But there exists significant difference between rural and urban matric school teachers in their academic self-concept. While comparing the mean scores between the two groups, the urban school teachers (37.02) are better than the rural school teachers (35.32) in academic self-concept.

4.11.7 There is no significant difference between in-service training attended and in-service training not attended matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.

EMOTIONAL INTELLIGENCE OF MATRIC SCHOOL TEACHERS

4.12.1 There is no significant difference between male and female matric school teachers in their self regulation, motivation, social awareness and emotional intelligence.

But there exists significant difference between male and female matric school teachers in their self awareness. While comparing the mean scores between the two groups, the male teachers (30.83) are better than the female teachers (29.77) in self awareness.

4.12.2 There is no significant difference between BT and PG matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.12.3 There is no significant difference between arts and science matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.
4.12.4 There is no significant difference between married and unmarried matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.12.5 There is no significant difference between rural locality and urban locality matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.12.6 There is no significant difference between rural and urban matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.12.7 There is no significant difference between the in-service training not attended matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.13.1 There is no significant difference between male and female non-matric school teachers in curricular activities, co-curricular activities and relationship with students. But there exists significant difference in their professional growth, relationship with community and academic involvement. While comparing the mean scores between the two groups, the male teachers (26.48) are better than the female teachers (24.31) in their professional growth. The male teachers (26.42) are better than the female teachers (25.32) in relationship with community. The male teachers (127.65) are better than the female teachers (122.75) in relationship with community.

4.13.2 There is no significant difference between BT and PG non-matric school teachers in curricular activities, co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

4.13.3 There is no significant difference between arts and science non-matric school teachers in curricular activities, professional growth, relationship with students, relationship with community and academic involvement. But there exists significant difference in their co-curricular activities. While comparing the mean scores between the two groups, the arts teachers (19.52) are better than the science teachers (18.74) in co-curricular activities.

4.13.4 There is no significant difference between married and unmarried non-matric school teachers in curricular activities, co-curricular activities, relationship with students, relationship with community and academic involvement.
4.13.5 There is no significant difference between rural locality and urban locality non-matric school teachers in co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

But there exists significant difference in their curricular activities. While comparing the mean scores between the two groups, the rural locality teachers (30.01) are better than the urban locality teachers (29.08) in co-curricular activities.

4.13.6 There is no significant difference between rural and urban non-matric school teachers in their co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

But there exists significant difference in their curricular activities. While comparing the mean scores between the two groups, the urban school teachers (29.94) are better than the rural school teachers (29.72) in curricular activities.

4.13.7 There is no significant difference between in-service training attended and in-service training not attended non-matric school teachers in co-curricular activities.

But there exists significant difference in their curricular activities, professional growth, relationship with students, and relationship with community and academic involvement. While comparing the mean scores between the two groups, the in-service training attended teachers (30.09) are better than the in-service training not attended teachers (27.93) in curricular activities. The in-service training attended teachers (25.20) are better than the in-service training not attended teachers (23.07) in professional growth. The in-service training attended teachers (24.86) are better than the in-service training not attended teachers (23.72) in relationship with students. The in-service training attended teachers (25.83) are better than the in-service training not attended teachers (24.37) in relationship with community. The in-service training attended teachers (125.12) are better than the in-service training not attended teachers (117.82) in academic involvement.

**JOB SATISFACTION OF NON-MATRIC SCHOOL TEACHERS**

4.14. There is no significant difference between male and female non-matric school teachers in Job Satisfaction. There is no significant difference between BT and PG non-matric school teachers in Job Satisfaction. There is no significant difference between arts and science non-matric school teachers in Job Satisfaction. There is no significant difference between married and unmarried non-matric school teachers in Job Satisfaction.
Satisfaction. There is no significant difference between rural locality and urban locality non-matric school teachers in Job Satisfaction.

But there exists significant difference between rural and urban non-matric school teachers in Job Satisfaction. While comparing the mean scores between the two groups, the urban school teachers (32.66) are better than the rural school teachers (31.94) in Job Satisfaction. There exist significant difference between in-service training attended and in-service training not attended non-matric school teachers in Job Satisfaction. While comparing the mean scores between the two groups, the in-service training attended teachers (32.47) are better than the in-service training not attended teachers (29.95) in Job Satisfaction.

SELF-CONCEPT OF NON-MATRIC SCHOOL TEACHERS
4.15.1 There is no significant difference between male and female non-matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.
4.15.2 There is no significant difference between BT and PG non-matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.
4.15.3 There is no significant difference between arts and science non-matric school teachers in their social self-concept.

But there exists significant difference between arts and science matric school teachers in personal self-concept, academic self-concept, and self-concept. While comparing the mean scores between the two groups, the arts teachers (41.61) are better than the science teachers (40.50) in personal self-concept. While comparing the mean scores between the two groups, the arts teachers (37.76) are better than the science teachers (36.50) in academic self-concept. While comparing the mean scores between the two groups, the arts teachers (112.88) are better than the science teachers (109.41) in self-concept.
4.15.4 There is no significant difference between married and unmarried non-matric school teachers in their personal self-concept, academic self-concept, social self-concept and self-concept.
4.15.5 There is no significant difference between rural locality and urban locality non-matric school teachers in their academic self-concept and social self-concept.
But there exists significant difference between rural locality and urban locality non-matric school teachers in their personal self-concept. While comparing the mean scores between the two groups, the urban locality teachers (42.13) are better than the rural locality teachers (40.58) in personal self-concept. There exists significant difference between rural locality and urban locality non-matric school teachers in their self-concept. While comparing the mean scores between the two groups, the urban locality teachers (113.12) are better than the rural locality teachers (110.17) in self-concept.

4.15.6 There is no significant difference between rural and urban non-matric school teachers in their personal self-concept, social self-concept and self-concept.

But there exists significant difference between rural and urban non-matric school teachers in their academic self-concept. While comparing the mean scores between the two groups, the urban school teachers (38.28) are better than the rural school teachers (36.70) in academic self-concept.

4.15.7 There is no significant difference between in-service training attended and in-service training not attended non-matric school teachers in their personal self-concept, social self-concept and self-concept.

But there exists significant difference between the in-service training not attended non-matric school teachers in academic self-concept. While comparing the mean scores between the two groups, the in-service training attended teachers (41.26) are better than the in-service training not attended non-matric school teachers (39.39) in academic self-concept.

EMOTIONAL INTELLIGENCE OF NON-MATRIC SCHOOL TEACHERS

4.16.1 There is no significant difference between male and female non-matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.16.2 There is no significant difference between BT and PG non-matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.16.3 There is no significant difference between arts and science non-matric school teachers in their self awareness, self regulation, and social awareness.

But there exists significant difference between arts and science non-matric school teachers in motivation and emotional intelligence. While comparing the mean scores between the two groups, the arts teachers (26.98) are better than the science teachers.
(25.86) in motivation. The arts teachers (109.20) are better than the science teachers (105.85) in emotional intelligence.

4.16.4 There is no significant difference between married and unmarried non-matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.16.5 There is no significant difference between rural locality and urban locality non-matric school teachers in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.16.6 There is no significant difference between rural and urban non-matric school teachers in their self regulation, motivation, social awareness and emotional intelligence.

But there exists significant difference between rural and urban non-matric school teachers in their self awareness. While comparing the mean scores between the two groups, the urban teachers (29.54) are better than the rural teachers (29.45) in self awareness.

4.16.7 There is no significant difference between in-service training attended and not attended non-matric school teachers in self awareness, self regulation and emotional intelligence.

But there exists significant difference between the in-service training attended and in-service training not attended non-matric school teachers in motivation and social awareness. While comparing the mean scores between the two groups, the in-service training attended teachers (26.50) are better than in-service training not attended teachers (25.47) in motivation. The in-service training attended teachers (24.34) are better than in-service training not attended teachers (22.91) in social awareness.

SECTION- III
ACADEMIC INVOLVEMENT OF MATRIC SCHOOL TEACHERS

4.17.1 There is no significant difference among matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in their curricular activities, co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.

4.17.2 There is no significant difference among matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in co-curricular activities, professional growth, relationship with students, relationship with community and academic involvement.
But there exists significant difference among matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in curricular activities. While comparing the mean scores of matric school teachers with qualification M.A/M.Sc,B.Ed/M.Ed (29.32), B.A/B.Sc,B.Ed (29.58) and M.Phil/Ph.D (30.89), matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in curricular activities.

4.17.3 There is no significant difference among matric school teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in curricular activities, co-curricular activities, professional growth, relationship with students and academic involvement.

But there exists significant difference among matric school teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in relationship with community. While comparing the mean scores of matric school teachers with experience 10-20 yrs (24.51), upto 10yrs (25.72) and above 21yrs (26.09) the matric school teachers with experience above 21yrs are better than matric school teachers with experience 10-20 yrs and upto 10yrs in relationship with community.

4.17.4 There is no significant difference among matric school teachers with salary upto Rs 10000, Rs 10001-25000 and above Rs 25001 in curricular activities, co-curricular activities professional growth, relationship with students, relationship with community and academic involvement.

**JOB SATISFACTION OF MATRIC SCHOOL TEACHERS**

4.18. There is no significant difference among matric school teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in JobSatisfaction.

But there exists significant difference among matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in JobSatisfaction. While comparing the mean scores of matric school teachers with age upto 35yrs (30.11), 36-45yrs (31.11) and 46yrs above (32.63), the matric school teachers of age above 46yrs and above are better than the other age group teachers in Job Satisfaction.

There exists significant difference among matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in JobSatisfaction. While comparing the mean scores of matric school teachers with qualification B.A/B.Sc,B.Ed (30.17), M.A/M.Sc,B.Ed/M.Ed (30.62) and M.Phil/Ph.D (31.27), matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in Job Satisfaction.
There exists significant difference among matric school teachers with salary upto Rs 10000, Rs 10001-25000 and above Rs 25001 in Job Satisfaction. While comparing the mean scores of matric school teachers with salary upto Rs 10000 (30.19), Rs 10001-25000 (31.80) and above Rs 25001 (31.90), the matric school teachers with salary above Rs 25001 are better than the teachers with salary upto Rs 10000 and Rs 10001-25000 in Job Satisfaction.

SELF-CONCEPT OF MATRIC SCHOOL TEACHERS

4.19.1 There is no significant difference among matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in their personal self-concept, academic self-concept, social self-concept and self-concept.

4.19.2 There is no significant difference among matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in personal self-concept, social self-concept and self-concept.

But there exists significant difference among matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in academic self-concept. While comparing the mean scores of matric school teachers in academic self-concept with qualification B.A/B.Sc,B.Ed (34.78), M.A/M.Sc,B.Ed/M.Ed (36.42) and M.Phil/Ph.D (37.69), matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in Academic self-concept.

4.19.3 There is no significant difference among matric school teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in personal self-concept and social self-concept.

But there exists significant difference among matric school teachers with experience upto 10yrs, 10-20 yrs and above 21yrs in academic self-concept and self-concept. While comparing the mean scores of matric school teachers in academic self-concept with experience upto 10yrs (35.45), 10-20 yrs (37.36) and above 21yrs (40.45), the matric school teachers with experience above 21yrs are better than 10-20 yrs and upto 10yrs in academic self-concept.

While comparing the mean scores of matric school teachers in self-concept with experience 10-20 yrs (24.51), upto 10yrs (25.72) and above 21yrs (26.09) the matric school teachers with experience above 21yrs are better than 10-20 yrs and upto 10yrs in self-concept.

4.19.4 There is no significant difference among matric school teachers with salary upto Rs 10000, Rs10001-25000 and above Rs 25001 in social self-concept.
But there exists significant difference among matric school teachers with salary upto Rs 10000, Rs 10001-25000 and above Rs 25001 in personal self-concept, academic self-concept, self-concept. While comparing the mean scores of matric school teachers with salary upto Rs10000 (40.16), above Rs 25001(40.83) and Rs 10001-25000 (42.16), the matric school teachers with salary Rs 10001-25000 are better than the teachers with salary upto Rs 10000 and above Rs 25001 in personal self-concept. While comparing the mean scores of matric school teachers with salary up to Rs 10000 (35.47), above Rs 25001(37.40) and Rs 10001-25000 (37.91), the matric school teachers with salary Rs 10001-25000 are better than the teachers with salary upto Rs 10000 and above Rs 25001 in academic self-concept. While comparing the mean scores of matric school teachers with salary up to Rs 10000 (108.67), above Rs 25001 (110.83) and Rs 10001-25000 (113.77), the matric school teachers with salary Rs 10001-25000 are better than the teachers with salary up to Rs 10000 and above Rs 25001 self-concept.

**EMOTIONAL INTELLIGENCE OF MATRIC SCHOOL TEACHERS**

4.20.1 There is no significant difference among matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in their self awareness, motivation, social awareness and emotional intelligence.

But there exists significant difference among matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in their self regulation. While comparing the mean scores of matric school teachers with Age 36-45 yrs (27.43),upto 35yrs (27.68), and 46yrs&above(29.63) in self regulation, the matric school teachers with experience 46yrs&above are better than 36-45 yrs and upto 35yrs.

4.20.2 There is no significant difference among matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.20.3 There is no significant difference among matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in self awareness, motivation, and social awareness

But there exists significant difference among matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in self regulation and emotional intelligence. While comparing the mean scores of matric school teachers with experience 10-20 yrs (27.66), up to 10yrs (27.72), and above 21 yrs (30.55) in self regulation the matric school teachers with experience above 21 yrs are better than 10-20 yrs and up to
While comparing the mean scores of matric school teachers with experience up to 10yrs (108.45), 10-20 yrs (108.93) and above 21 yrs (117.36) in emotional intelligence the matric school teachers with experience above 21 yrs are better than 10-20 yrs and up to 10yrs.

4.20.4 There is no significant difference among matric school teachers with salary upto Rs 10000, Rs 10001-25000 and above 25001 in self awareness, self regulation, motivation, social awareness and emotional intelligence.

**ACADEMIC INVOLVEMENT OF NON-MATRIC SCHOOL TEACHERS**

4.21.1 There is no significant difference among non-matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in their curricular activities, co-curricular activities professional growth, relationship with students, relationship with community and academic involvement.

4.21.2 There is no significant difference among non-matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in curricular activities, co-curricular activities, professional growth and relationship with community.

But there exists significant difference among non-matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in relationship with students, and academic involvement. While comparing the mean scores of non-matric school teachers with qualification M.A/M.Sc,B.Ed/M.Ed (24.37), B.A/B.Sc,B.Ed (24.56) and M.Phil/Ph.D (25.52) in relationship with students, non-matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers. While comparing the mean scores of non-matric school teachers with qualification M.A/M.Sc,B.Ed/M.Ed (122.80), B.A/B.Sc,B.Ed (124.03) and M.Phil/Ph.D (126.68) in academic involvement, non-matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers.

4.21.3 There is no significant difference among non-matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in professional growth and relationship with community.

But there exists significant difference among non-matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in curricular activities, co-curricular activities, and relationship with students and academic involvement. While comparing the mean scores of non-matric school teachers with experience upto 10yrs (29.26), above
21 yrs (29.75) and 10-20 yrs (30.51) in curricular activities the non-matric school teachers with experience 10-20 yrs are better than above 21 yrs and upto 10yrs. While comparing the mean scores of non-matric school teachers with experience upto 10yrs (18.70), above 21 yrs (19.06) and 10-20 yrs (19.64) in co-curricular activities the non-matric school teachers with experience 10-20 yrs are better than above 21 yrs and upto 10yrs. While comparing the mean scores of non-matric school teachers with experience above 21 yrs (23.28), upto 10yrs (24.37) and 10-20 yrs (25.47) in relationship with students the non-matric school teachers with experience 10-20 yrs are better than above 21 yrs and upto 10yrs. While comparing the mean scores of non-matric school teachers with experience upto 10yrs (122.38), above 21 yrs (122.94) and 10-20 yrs (126.66) in academic involvement the non-matric school teachers with experience 10-20 yrs are better than above 21 yrs and upto 10yrs.

4.21.4 There is no significant difference among non-matric school teachers with salary up to 10000, Rs 10001-25000 and above 25001 in co-curricular activities, relationship with students and academic involvement.

But there exists significant difference among non-matric school teachers with salary upto Rs 10000, Rs 10001-25000 and above Rs 25001 in curricular activities, professional growth and relationship with community While comparing the mean scores of non-matric school teachers with Salary upto Rs 10000 (28.59), Rs 10001-25000 (30.04) and above Rs 25001 (30.12) in curricular activities the non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000. While comparing the mean scores of non-matric school teachers with Salary upto Rs 10000 (24.16), Rs 10001-25000 (24.53) and above Rs 25001 (25.16) in relationship with students the non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000.

**JOB SATISFACTION OF NON-MATRIC SCHOOL TEACHERS**

4.22. There is no significant difference among non-matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in JobSatisfaction.

But there exists significant difference among non-matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in JobSatisfaction. While comparing the mean scores of non-matric school teachers with qualification B.A/B.Sc,B.Ed (30.69), M.A/M.Sc,B.Ed/M.Ed (32.59) and M.Phil/Ph.D
(32.61) in job satisfaction, non-matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers.

There exists significant difference among non-matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in JobSatisfaction. While comparing the mean scores of non-matric school teachers with experience upto 10yrs (31.23), 10-20 yrs (32.95) and above 21 yrs (33.94) in job satisfaction the non-matric school teachers with experience above 21 yrs are better than upto 10yrs and 10-20 yrs.

There exists significant difference among non-matric school teachers with salary upto Rs 10000, Rs 10001-25000 and above Rs 25001 in Job Satisfaction. While comparing the mean scores of non-matric school teachers with Salary upto Rs 10000 (30.13), Rs 10001-25000 (32.06) and above Rs 25001 (33.21) in job satisfaction the non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000.

**SELF-CONCEPT OF NON-MATRIC SCHOOL TEACHERS**

4.23.1 There is no significant difference among non-matric school teachers with age up to 35yrs, 36-45yrs and 46yrs above in their personal self-concept, academic self-concept and social self-concept.

But there exists significant difference among matric school teachers with age up to 35yrs, 36-45yrs and 46yrs above in their self-concept. While comparing the mean scores of non-matric school teachers with Age upto 35yrs (110.23), 36-45 yrs (110.95) and 46yrs and above (111.48) in self-concept the non-matric school teachers with experience 46yrs and above are better than 36-45 yrs and upto 35yrs.

4.23.2 There is no significant difference among non-matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in personal self-concept, academic self-concept, social self-concept and self-concept.

4.23.3 There is no significant difference among non-matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in academic self-concept and social self-concept.

But there exists significant difference among non-matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in personal self-concept and self-concept. While comparing the mean scores of non-matric school teachers with experience upto 10yrs (40.46), 10-20 yrs (41.29) and above 21 yrs (43.03) in personal self-concept the non-matric school teachers with experience above 21 yrs are better than
upto 10yrs and 10-20 yrs. While comparing the mean scores of non-matric school teachers with experience upto 10yrs (109.84), 10-20 yrs (111.62) and above 21 yrs (114.97) in self-concept the non-matric school teachers with experience above 21 yrs are better than upto 10yrs and 10-20 yrs.

4.23.4 There is no significant difference among non-matric school teachers with salary up to 10000, Rs 10001-25000 and above Rs 25001 in personal self-concept, academic self-concept, social self-concept and self-concept.

But there exists significant difference among non-matric school teachers with 10000, Rs 10001-25000 and above Rs 25001 in personal self-concept While comparing the mean scores of non-matric school teachers with Salary upto Rs 10000 (39.68), Rs 10001-25000 (41.11) and above Rs 25001 (41.55) in personal self-concept the non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000.

**EMOTIONAL INTELLIGENCE OF NON-MATRIC SCHOOL TEACHERS**

4.24.1 There is no significant difference among non-matric school teachers with age upto 35yrs, 36-45yrs and 46yrs above in their self awareness, motivation and emotional intelligence.

But there exists significant difference among non-matric school teachers with age up to 35yrs, 36-45yrs and 46yrs above in their self regulation and social awareness. While comparing the mean scores of non-matric school teachers with Age upto 35yrs (27.19), 36-45 yrs (28.05) and 46yrs and above (28.24) in self regulation the non-matric school teachers with age 46yrs and above are better than 36-45 yrs and upto 35yrs. While comparing the mean scores of non-matric school teachers with Age upto 35yrs (23.77), 36-45 yrs (23.89) and 46yrs and above (24.69) in social awareness the non-matric school teachers with age 46yrs&above are better than 36-45 yrs and upto 35yrs.

4.24.2 There is no significant difference among non-matric school teachers with qualification B.A/B.Sc&B.Ed, M.A/M.Sc,B.Ed/M.Ed and M.Phil/Ph.D in their self awareness, self regulation, motivation, social awareness and emotional intelligence.

4.24.3 There is no significant difference among non-matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in self awareness, motivation, social awareness and emotional intelligence.

But there exists significant difference among non-matric school teachers with experience up to 10yrs, 10-20 yrs and above 21yrs in self regulation While comparing
the mean scores of non-matric school teachers with experience upto 10yrs (27.59), 10-20 yrs (27.95) and above 21 yrs (29.47) in self regulation the non-matric school teachers with experience above 21 yrs are better than upto 10yrs and 10-20 yrs

4.24.4 There is no significant difference among non-matric school teachers with salary up to 10000, Rs 10001-25000 and above Rs 25001 in self awareness, self regulation and motivation.

But there exists significant difference among non-matric school teachers with salary up to Rs 10000, Rs 10001-25000 and above Rs 25001 in social awareness and emotional intelligence. While comparing the mean scores of non-matric school teachers with salary upto Rs 10000 (23.16), Rs 10001-25000 (24.33) and above Rs 25001 (24.43) in social awareness the non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000. While comparing the mean scores of non-matric school teachers with salary upto Rs 10000 (104.56), Rs 10001-25000 (107.91) and above Rs 25001 (108.18) in emotional intelligence the non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000.

SECTION-IV

4.25. ACADEMIC INVOLVEMENT AND JOB SATISFACTION - MATRIC SCHOOL TEACHERS

Curricular activities

There is no significant relationship between dimension of Academic Involvement- curricular activities and Job Satisfaction of matric school male teachers. But regarding female teachers and in total, there exists significant relationship.

Co-curricular activities

There is no significant relationship between dimension of Academic Involvement- co-curricular activities and Job Satisfaction of matric school teachers with respect to sex.

Professional growth

There is no significant relationship between dimension of Academic Involvement- professional growth and Job Satisfaction of matric school teachers with respect to sex.
Relationship with students

There is no significant relationship between dimension of Academic Involvement - relationship with students and Job Satisfaction of matric male teachers. But regarding female teachers and in total, there exist significant relationship.

Relationship with community

There exists significant relationship between dimension of Academic Involvement - relationship with community and Job Satisfaction of matric school teachers with respect to sex.

Academic Involvement

There is no significant relationship between Academic Involvement and Job Satisfaction of matric male teachers. But regarding female teachers and in total, there exist significant relationship.

4.26. ACADEMIC INVOLVEMENT AND SELF-CONCEPT

Curricular activities

There is no significant relationship between dimension of Academic Involvement - curricular activities and Self-concept of matric school teachers.

Co-curricular activities

There is no significant relationship between dimension of Academic Involvement - co-curricular activities and Self-concept of matric female teachers. But regarding male teachers and in total, there exist significant relationship.

Professional growth

There is no significant relationship between Self-concept and professional growth of matric school teachers with respect to sex.

Relationship with students

There is no significant relationship between dimension of Academic Involvement - relationship with students and Self-concept of matric female teachers and in total. But regarding male teachers, there exist significant relationship.

Relationship with community

There exists significant relationship between dimension of Academic Involvement - relationship with community and Self-concept of matric school teachers with respect to sex.
Academic Involvement

There is no significant relationship between Academic Involvement and Self-concept of matric male teachers. But regarding female teachers and in total, there is significant relationship.

4.27. ACADEMIC INVOLVEMENT AND EMOTIONAL INTELLIGENCE

Curricular activities

There is no significant relationship between dimension of Academic Involvement-curricular activities and Emotional Intelligence of matric male teachers. But regarding female teachers and in total, there exists significant relationship.

Co-curricular activities

There exists significant relationship between dimension of Academic Involvement-co-curricular activities and Emotional Intelligence of matric school teachers with respect to sex.

Professional growth

There is no significant relationship between dimension of Academic Involvement-professional growth and Emotional Intelligence of matric male teachers. But regarding female teachers and in total, there exist significant relationship.

Relationship with students

There is no significant relationship between dimension of Academic Involvement-relationship with students and Emotional Intelligence of matric male teachers. But regarding female teachers and in total, there exist significant relationship.

Relationship with community

There is no significant relationship between dimension of Academic Involvement-relationship with community and Emotional Intelligence of matric male teachers. But regarding female teachers and in total, there exist significant relationship.

Academic Involvement

There exists significant relationship between Academic Involvement and Emotional Intelligence of matric school teachers with respect to sex.
4.28. ACADEMIC INVOLVEMENT AND JOB SATISFACTION - NON-MATRIC SCHOOL TEACHERS

Curricular activities

There exists significant relationship between dimension of Academic Involvement- curricular activities and Job Satisfaction of non-matric school teachers with respect to sex.

Co-curricular activities

There is no significant relationship between dimension of Academic Involvement- co-curricular activities and Job Satisfaction of non-matric male teachers. But regarding female teachers and in total, there exist significant relationship.

Professional growth

There is no significant relationship between dimension of Academic Involvement- professional growth and Job Satisfaction of non-matric male teachers. But regarding female teachers and in total, there exist significant relationship.

Relationship with students

There is no significant relationship between dimension of Academic Involvement- relationship with students and Job Satisfaction of non-matric male teachers. But regarding female teachers and in total, there exist significant relationship.

Relationship with community

There exists significant relationship between dimension of Academic Involvement- relationship with community and Job Satisfaction of non-matric school teachers with respect to sex.

Academic Involvement

There exists significant relationship between Academic Involvement and Job Satisfaction of non-matric school teachers with respect to sex.

4.29. ACADEMIC INVOLVEMENT AND SELF-CONCEPT

Curricular activities

There is no significant relationship between dimension of Academic Involvement- curricular activities and Self-concept of non-matric school teachers with respect to sex.
Co-curricular activities

There is no significant relationship between dimension of Academic Involvement- co-curricular activities and Self-concept of non-matric school teachers with respect to sex.

Professional growth

There is no significant relationship between dimension of Academic Involvement- professional growth and Self-concept of non-matric school teachers with respect to sex.

Relationship with students

There is no significant relationship between dimension of Academic Involvement- relationship with students and Self-concept of non-matric school teachers with respect to sex.

Relationship with community

There is no significant relationship between dimension of Academic Involvement- relationship with community and Self-concept of non-matric school teachers with respect to sex.

Academic Involvement

There is no significant relationship between Academic Involvement and Self-concept of non-matric school teachers with respect to sex.

4.30. ACADEMIC INVOLVEMENT AND EMOTIONAL INTELLIGENCE

Curricular activities

There is no significant relationship between dimension of Academic Involvement- curricular activities and Emotional Intelligence of non-matric school teachers with respect to sex.

Co-curricular activities

There is no significant relationship between dimension of Academic Involvement- co-curricular activities and Emotional Intelligence of non-matric male and female teachers. But regarding in total, there exist significant relationship.

Professional growth

There is no significant relationship between dimension of Academic Involvement- professional growth and Emotional Intelligence of non-matric male teachers. But regarding female teachers and in total, there exist significant relationship.
Relationship with students

There is no significant relationship between dimension of Academic Involvement-relationship with students and Emotional Intelligence of non-matric school teachers with respect to sex.

Relationship with community

There is no significant relationship between dimension of Academic Involvement-relationship with community and Emotional Intelligence of non-matric school teachers with respect to sex.

Academic Involvement

There exists significant relationship between Academic Involvement and Emotional Intelligence of non-matric male and female teachers. But regarding teachers in total, there exist significant relationship.

SECTION – V

4.31. There exists significant influence of Job Satisfaction, Self-concept and Emotional Intelligence on Academic Involvement of matric school teachers.

4.32. There exists significant influence of Job Satisfaction, Self-concept and Emotional Intelligence on Academic Involvement of non-matric school teachers.

SECTION – VI

4.33. There is significant factor with positive loading of variables namely Job Satisfaction, Academic Self-concept, Personal Self-concept, Social Self-concept, Self-concept, Self Awareness, Self Regulation, Social Awareness, Emotional Intelligence, Curricular Activities, Co-curricular Activities, Professional Growth, Relationship with students, Relationship with community on Academic Involvement of matric school teachers. The factor for the study has been evolved as Self Emotional Involvement

4.34. There is significant factor with positive loading of variables namely Job Satisfaction, Academic Self-concept, Personal Self-concept, Social Self-concept, Self-concept, Self Awareness, Self Regulation, Social Awareness, Emotional Intelligence, Curricular Activities, Co-curricular Activities, Professional Growth, Relationship with students, Relationship with community on Academic Involvement of non-matric school teachers. The factor for the study has been evolved as Self Emotional Involvement
5.3 INTERPRETATIONS

SECTION – I

The percentage analysis reveals that the level of academic involvement and its dimensions of matric school teachers is average. The matric school teachers do their work with more involvement, take more care and pay more attention towards the all round development of the students. They are also very eager to gain more knowledge. They maintain a friendly relationship with students and their colleagues. The extra-curricular activities given in the matric schools help them to have a good relationship with community. The level of academic involvement and its dimensions of non-matric school teachers is average. Non-matric school teachers are ready to do any type of academic activities for the betterment of their students. Non-matric school teachers are more curious, think systematically, and interact with others properly and are also able to adopt themselves to the environment in which they live. So they have better academic involvement.

The percentage analysis reveals that the level of Job Satisfaction of matric school teachers is average. As they have involvement in their academic activities they have better Job Satisfaction. The matric schools have enough resources like books, materials and good atmosphere which make the teachers work with interest and it improves their Job Satisfaction. The level of Job Satisfaction of non-matric school teachers is average. The salary, benefits from the government, the democratic atmosphere of the school, the promotion schemes make them to work with more satisfaction.

The percentage analysis reveals that the level of Self-concept and its dimensions of matric school teachers is average. Since matric school teachers understand the competition among various schools and the demand of the management to prove their skill they work with commitment which enhances their Self-concept. The the level of Self-concept and its dimensions of non-matric school teachers is average. The non-matric school teachers have better knowledge of appropriate teaching methods, usage of teaching aids good rapport with students make them to enjoy their work which in turn improves their Self-concept.

The percentage analysis reveals that the level of Emotional Intelligence and its dimensions of matric school teachers is average. Even though they encounter more barriers in their school life they overcome those barriers by adopting effective strategies like co-operation and adaptability. So they have better Emotional Intelligence. The the level of Emotional Intelligence and its dimensions of non-matric school teachers is
The non-matric school teachers are working in the same school for a longer time. They have more programmes like guidance and counseling, retreat, seminars, prayer service etc not only to develop their academic performance but also to have emotional stability.

SECTION – II
Academic Involvement

The study reveals that male matric school teachers are better than the female matric school teachers in co-curricular activities and professional growth. This may be due to the fact that male teachers have physical strength and great interest in co-curricular activities, they motivate their students to take part in variety of activities and organize such activities effectively. They also want to enrich their knowledge to get a good status in the society. They like to reach a highest place in their profession and hence they are better than female teachers. This is supported by the findings of Talwar and Pradeep Kumar (2010) which reveals that there is significant difference between male and female primary school teachers in their teaching commitment.

The matric arts teachers are better than the matric science teachers in curricular activities. Usually arts teachers find more time for the preparation of a topic, teaching aids, remedial classes, correction work and have good communicating skill since they are free from practical classes and hence they are better than science teachers.

The unmarried matric school teachers are better than married matric school teachers in co-curricular activities. This may be due to the reason that unmarried teachers are more independent. They are free from family burdens. So they get more time to plan out the co-curricular activities and implement them in an effective way and hence they are better than married teachers.

The matric school teachers who have attended in-service training are better than matric school teachers who have not attended in-service training in relationship with students, relationship with community and academic involvement. In training classes the teachers are given training in effective methods of teaching, handling students, how to maintain good relationship with students and community and also the ways to solve the problems in the society. Hence they are better than the others.

The study reveals that non-matric male teachers are better than the non-matric female teachers in professional growth, relationship with community and academic
involvement. This may be due to the fact that male teachers want to have wide knowledge and they always keep in touch with latest developments in educational field.

The non-matric arts teachers are better than the non-matric science teachers in co-curricular activities. The arts subjects offer opportunity for either mode of learning that is global and cultural. The teachers handling arts subjects naturally have the quality of encouraging the students to participate in various cultural events conducted within and out of their premise. So they are better than their counterparts.

The non-matric rural locality teachers are better than the non-matric urban locality teachers in curricular activities. The rural locality teachers adaptive, flexible, honest and faithful in nature. These qualities make them to work with sincerity and dedication. They try to come down to the level of the students and always ready to clarify their doubts and rectify their difficulties. So they are better than their counterparts.

The non-matric rural school teachers are better than the non-matric urban school teachers in curricular activities. The rural school students are humble and obliging. The teachers also love them and always ready to meet their needs and solve their problems. They are free from unnecessary interference which lead them to dedicate more time for preparation. So they are better than their counterparts.

The non-matric school teachers who have attended in-service training are better than non-matric school teachers who have not attended in-service training in curricular activities, professional growth, relationship with students, relationship with community and academic involvement. In training classes teachers get enough opportunities to observe and learn innovative and attractive instructional methods, prepare variety of teaching aids, tackle different type of students, extract the community resources and role and responsibilities of the teachers as members of community. They also come into contact with their co-workers who might have something new to say which enables them to keep in touch with the latest developments in the field of education. Hence they are better than their counterparts.

**Job Satisfaction**

The study reveals that matric urban locality teachers are better than the matric rural locality teachers in job satisfaction. Urban teachers are exposed to various experiences. They are aware of demands of the competitive world. The availability of materials and other facilities are are plentiful in urban area which has direct influence on
their teaching and it leads to better job satisfaction. This is supported by the findings of Rathod Verma (2006) which reveals that urban teachers are found to be more job satisfied than rural.

The matric urban school teachers are better than the matric rural school teachers in job satisfaction. Urban school teachers know the importance and responsibilities of teaching profession in this modern world. Usually the urban schools have the infrastructural and material facilities. The students also come from educated families and they co-operate well with the teachers and these may be the reason for better job satisfaction.

The non-matric urban school teachers are better than the non-matric rural school teachers in job satisfaction. The urban school teachers are more exposed to the value of job satisfaction. They have better vision about the demands of the society and they get lot of opportunities to show their talents and also to draw out the potentials of their students. So they have better job satisfaction. This study is contradicted by the study conducted by Jasmine Maria Sylveste (2010) which reveals that there is no significant difference between the teacher educators belonging to urban and rural areas with regard to job satisfaction in their teaching profession.

The non-matric school teachers who have attended in-service training are better than non-matric school teachers who have not attended in-service training in job satisfaction. In such training classes the different teaching skills and the skill of handling students are discussed elaborately. The different teachers gather for training classes discuss various ways of solving problems faced by them in the process of teaching. So they are better than their counterparts.

**Self-concept**

The study reveals that matric urban locality teachers are better than the matric rural locality teachers in academic self-concept. The family and societal backgrounds make them to think systematically and work with confidence. They are ready to clear their doubts with their colleagues. Hence they have better academic self-concept.

The matric urban school teachers are better than the matric rural school teachers in academic self-concept. The urban school teachers perceive better intellectual, social, natural and healthy environment. The urban schools have well qualified teachers, systematic planning and administration. This may help them to have a better academic self-concept.
The non-matric arts teachers are better than the non-matric science teachers in personal self-concept, academic self-concept and self-concept. The arts curriculum itself is not overloaded. So they feel free to think and interact with others. They are able to collect more information from reliable books in the library. Hence they have better personal self-concept, academic self-concept and self-concept. This study is contradicted by the study conducted by Aneesha (2008) which reveals that no significant difference in the self-concept and its dimensions of prospective teachers with reference to major subject.

The non-matric urban locality teachers are better than the non-matric rural locality teachers in personal self-concept and self-concept. The urban locality non-matric school teachers know the current trends, issues and global views related to teaching and the way they have to act as teachers of the modern world. Hence they are better than their counterparts.

The non-matric urban school teachers are better than the non-matric rural school teachers in academic self-concept. Non-matric urban school teachers have better intellectual and social environment at school. They show more interest in learning. They keep the rules and regulations of the school intact. This may help them to have a better academic self-concept.

The non-matric school teachers who have attended in-service training are better than non-matric school teachers who have not attended in-service training in personal self-concept. The participation in in-service training is a joint venture. They get new experiences and opportunities when they participate in training programme. They also get training in different techniques of teaching. This may help to develop self confidence which enhances their personal self-concept.

**Emotional Intelligence**

The study reveals that male matric school teachers are better than the female matric school teachers in self awareness. Male matric school teachers are more open and easily share their ideas, which in turn may enhance their self awareness, which may be the reason. This study is contradicted by the study conducted by Bansibihari and Surwade (2006) which reveals that female teachers are more emotionally mature than male teachers.

The non-matric arts teachers are better than the non-matric science teachers in motivation and emotional intelligence. The non-matric arts teachers have skill in time
management, interpersonal communication. They always try to maintain good rapport with others and a positive attitude towards their profession and life as a whole. Hence they are better than their counterparts. This study is contradicted by the study conducted by Patil and Kumar (2006) which reveals that there is no significant difference between emotional intelligence of student teachers of arts and science faculty.

The non-matric urban school teachers are better than the non-matric rural school teachers in self awareness. The non-matric urban schools provide conducive teaching learning environment. Teachers have to guide and counsel their students properly, which may lead them to have good awareness about their strength weakness.

The non-matric school teachers who have attended in-service training are better than non-matric school teachers who have not attended in-service training in motivation and social awareness. The non-matric school teachers get opportunities for the discussion of classroom problems and find out their solutions. They share their ideas with many other school teachers and mingle with every one and reduce their tension. So they are better than their counterparts.

SECTION – III

Academic Involvement

The study reveals that the matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in curricular activities. This may be due to the fact that teachers with qualification M.Phil/Ph.D have deep knowledge in the subject matter and they try to transmit their ideas and knowledge to their students through curricular activities. They are in touch with modern technologies. Hence they are better than the others. This study is supported by the study conducted by Anitha Sharma (2008) which reveals that teachers having doctoral degree are found to be more committed compared to teachers having post graduate degree.

The matric school teachers with experience above 21yrs are better than matric school teachers with experience 10-20 yrs and up to 10yrs in relationship with community. Due to 21yrs of service in teaching they easily understand the needs and demands of the society. They actively participate in community related activities and gain a respectable status in the society. Hence they are better than the others.

The study reveals that the non-matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in relationship with students and academic involvement. The non-matric school teachers do
their work with more involvement, take more care and pay more attention towards the all round development of the students. The students are also very eager to gain more knowledge. There prevails a friendly relationship between teachers and students.

The non-matric school teachers with experience 10-20 yrs are better than above 21 yrs and upto 10yrs in curricular activities, co-curricular activities, relationship with students and academic involvement. Due to 21yrs of experience in teaching, the teachers have got more knowledge about the subjects. The extra-curricular activities given in the school help them to have a good social environment.

The non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000 in curricular activities, relationship with students and academic involvement. They have economical satisfaction. They show more interest in teaching. They are ready to work with others for a common cause.

**Job Satisfaction**

The study reveals that the matric school teachers of age 46yrs and above are better than the other age group teachers in Job Satisfaction. School teachers of age 46yrs and above are coming under adulthood stage. They have more responsibility in that stage. The love for the profession lead to greater involvement and the results give them Job Satisfaction.

The matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in Job Satisfaction. They have good knowledge and research experience. This makes them to perform well and by seeing the fruits of the work, they feel the satisfaction in their profession.

The matric school teachers with salary above Rs 25001 are better than the teachers with salary upto Rs 10000 and Rs 10001-25000 in Job Satisfaction. Teachers with salary above Rs 25001 are economically satisfied and their stage is to attain popularity in the profession and hence they have better Job Satisfaction. This study is contradicted by the study conducted by Shafeeq (2003) which reveals that salary does not play a vital role in their magnitude of satisfaction.

The study reveals that the non-matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in job satisfaction. The non-matric school teachers with qualification M.Phil/Ph.D might have faced teachers and students from various strata and gain rich experience. They have deep knowledge and skills. They have teaching competency which leads to better job satisfaction.
The non-matric school teachers with experience above 21 yrs are better than 10-20 yrs and upto 10yrs in job satisfaction. The non-matric school teachers with experience above 21 yrs are matured. Due to their longer years of experience they draw support from their colleges and students and gain strength to withstand any problem at school. Hence they are better than the others. This study is contradicted by the study conducted by Jasmine Maria Sylvester (2010) which reveals that number of years of total teaching experience does not have influence on the job satisfaction in the teaching profession.

The non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000 in job satisfaction. The non-matric school teachers with salary above Rs 25001 have economic self sufficiency. They enjoy all types of incentives and benefits from the government which motivate them to work with dedication and interest. Hence they are better than the others.

**Self-concept**

The study reveals that the matric school teachers with qualification M.Phil/Ph.D are better than M.A/M.Sc,B.Ed/M.Ed and B.A/B.Sc,B.Ed teachers in Academic self-concept. The highly qualified teachers have deep knowledge in the subject and have command in her academic activities which improves their Academic self-concept.

The matric school teachers with experience above 21yrs are better than 10-20 yrs and upto 10yrs in academic self-concept and self-concept. Due to 21yrs of experience in teaching, the teachers have got more knowledge about the subjects. They might have studied the modern educational technologies. They might have gone through various changes of curricula. Hence they have better academic self-concept and self-concept. This study is contradicted by the study conducted by Amaladoss and Amalraj (2006) which reveals that teaching experience did not cause significant differences in the self-concept score of post graduate Chemistry teachers.

The matric school teachers with salary Rs 10001-25000 are better than the teachers with salary upto Rs 10000 and above Rs 25001 in personal self-concept, academic self-concept and self-concept. Teachers with salary Rs 10001-25000 have a proper physical, economical and intellectual environment. They set certain goals for themselves and for their students. Hence they have better personal self-concept, academic self-concept and self-concept.

The study reveals that the non-matric school teachers with age 46yrs and above are better than upto 35yrs and 36-45 yrs in self-concept. The non-matric school teachers
with age 46yrs and above usually are well experienced and they perform better in their educational career which improves their self-concept.

The non-matric school teachers with experience above 21 yrs are better than 10-20 yrs and upto 10yrs in personal self-concept and self-concept. The teachers with experience above 21 yrs are better exposed to life situations and they are capable of meeting any challenges in life. So they are better than their counterparts.

The non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000 in personal self-concept. The non-matric school teachers with salary above Rs 25001 can able to manage their daily expenses and so they are least disturbed by the financial crunch. This makes them to lead a life with peace of mind which in turn improves their personal self-concept.

**Emotional intelligence**

The study reveals that the matric school teachers with age 46yrs and above are better than 36-45 yrs and upto 35yrs in self regulation. Teachers with age 46yrs and above are balanced in their emotional situation and their temperament is better than others. This study is contradicted by the study conducted by Tyagi (2004) which reveals that emotional intelligence is independent of age.

The matric school teachers with experience above 21 yrs are better than 10-20 yrs and upto 10yrs in self regulation and emotional intelligence. They are seniors in age and experience. They may be aware of their emotions, good at handling them at the time of need. They may be empathetic to the students in their educational journey. Hence they have better self regulation and emotional intelligence.

The study reveals that the non-matric school teachers with age 46yrs and above are better than upto 35yrs and 36-45 yrs in self regulation and social awareness. The non-matric school teachers with age 46yrs and above are more matured they come across lot of experiences in life and mingle with different type of people which moulds them to have self regulation and social awareness.

The non-matric school teachers with experience above 21 yrs are better than 10-20 yrs and upto 10yrs in self regulation. The non-matric school teachers with experience above 21 yrs know how to control their emotions due to their rich experience. They can withstand any problematic situation and capable of finding solutions to the problems faced in life. So they are better than their counterparts.
The non-matric school teachers with salary above Rs 25001 are better than upto Rs 10000 and Rs 10001-25000 in social awareness and emotional intelligence. The non-matric school teachers with salary above Rs 25001 are economically self sufficient. They are more social and understand others difficulties and their expectations. Hence they are better than their counterparts.

SECTION – IV
MATRIC SCHOOL TEACHERS
Curricular activities
There exists significant relationship between dimension of Academic Involvement- curricular activities and Job Satisfaction of matric female teachers and in total. The matric female teachers are sincere, dedicated, don’t deviate from their job. They are hard working and spare time for preparation, correction, evaluation and remedial teaching which enhances their Job Satisfaction.

Relationship with students
There exists significant relationship between dimension of Academic Involvement- relationship with students and Job Satisfaction of matric female teachers and in total. The matric female teachers are loving and affectionate towards their students. They handle their students with patience and optimism. They take care of their students as their own. These qualities give them professional pleasure and which leads to Job Satisfaction.

Relationship with community
There exists significant relationship between dimension of Academic Involvement- relationships with community and Job Satisfaction of matric school teachers with respect to sex. The matric teachers are aware of their responsibilities as members of the community. They engage themselves in community activities and give valuable suggestions for social welfare. They also motivate their children to participate community related functions and community service. This gives them self satisfaction which leads to Job Satisfaction.

Academic Involvement
There exists significant relationship between Academic Involvement and Job Satisfaction of matric female teachers and in total. The matric female teachers are duty bound and engage themselves in all sorts of academic activities with enthusiasm and
spirit. They are ready to serve for the welfare of their students as well as the community. These qualities give them professional pleasure which leads to Job Satisfaction.

Co-currucular activities

There exists significant relationship between dimension of Academic Involvement- co-curricular activities and Self-concept of matric female teachers. Female teachers are always outspoken and they are bold enough to take right decisions at critical time. They take initiative for the total development of personality of their students and motivate them to take part in various co-curricular activities. They take pride when their students perform well in such activities that give positive spirit and thinking about themselves as well as others. So they have positive Self-concept.

Relationship with students

There exists significant relationship between dimension of Academic Involvement- relationship with students and Self-concept of matric male teachers. The matric male teachers move freely with their students and they have a friendly approach towards them. The students are inspired by their nature and support and come forward to undertake any task along with their masters. This kind of encouragement makes the students to consider their masters as Heros which develops the Self-concept of the masters.

Relationship with community

There exists significant relationship between dimension of Academic Involvement- relationship with community and Self-concept of matric school teachers in total. The matric school teachers are ready to serve the community. They are capable of exploiting the community resources for the development of the school. The community in turn pay great respect towards them and never fail to honour them. The community also seeks help and valuable suggestions from the teachers. This improves the Self-concept of matric school teachers.

Academic Involvement

There exists significant relationship between Academic Involvement and Self-concept of matric female teachers and in total. The matric female teachers have more thirst to excel the opposite sex. They are more curious, think systematically and work with involvement. This enhances their self concept also.

Curricular activities

There exists significant relationship between dimension of Academic Involvement- curricular activities and Emotional Intelligence of matric female teachers
and in total. The matric female teachers are found to be very accommodative. As they have a good learning environment, they perform well in their academic activities. The matric schools provide a better teaching learning environment which makes them to work with a peaceful mind. So they have better Emotional Intelligence.

Co-curricular activities

There exists significant relationship between dimension of Academic Involvement- co-curricular activities and Emotional Intelligence of matric school teachers with respect to sex. The matric school teachers do their work with more involvement, take more care and pay more attention towards the all round development of the students. The students are also very eager to gain more knowledge. The extra-curricular activities given in the school help them to have a good spirit which enhances their Emotional Intelligence.

Professional growth

There exists significant relationship between dimension of Academic Involvement- professional growth and Emotional Intelligence of matric female teachers and in total. The matric female teachers are very active and eager to learn. They also make the best use of the available learning materials and resources. They also learn to use more innovative technologies to teach.

Relationship with students

There exists significant relationship between dimension of Academic Involvement- relationship with students and Emotional Intelligence of matric female teachers and in total. The matric female teachers maintain a cordial relationship between teachers and students. They spend more time for reflection and doing things in a perfect way which influence their emotional intelligence.

Relationship with community

There exists significant relationship between dimension of Academic Involvement- relationship with community and Emotional Intelligence of matric female teachers and in total. The matric female teachers are soft by nature. They have real concern towards the betterment of the community in which they live. They have emotional stability and suggest valuable guidelines to solve the communal problems.

Academic Involvement

There exists significant relationship between Academic Involvement and Emotional Intelligence of matric school teachers with respect to sex. The matric school teachers are found to be very accommodative. They may be dedicated and have
conviction to give the best to their capacity. As they have a good teaching learning environment, they perform well in their academic activities.

NON-MATRIC SCHOOL TEACHERS
Curricular activities
There exists significant relationship between dimension of Academic Involvement- curricular activities and Job Satisfaction of non-matric school teachers with respect to sex. The financial aspect of non-matric school teachers affects their academic performance adversely in many ways. They have a stable income which helps them to work with enthusiasm and commitment which enhances their Job Satisfaction

Co-curricular activities
There is no significant relationship between dimension of Academic Involvement- co-curricular activities and Job Satisfaction of non-matric male teachers. But regarding female teachers and in total, there exists significant relationship. The non-matric female teachers train and permit their students to participate in various cultural events conducted within and out of their premises. They may organize various club activities for the students’ welfare. The success of their students’ give them pleasure and they have better Job Satisfaction.

Professional growth
There exists significant relationship between dimension of Academic Involvement- professional growth and Job Satisfaction of non-matric female teachers and in total. The non-matric female teachers show more interest in learning. They are ready to clear their doubts with their colleagues. They are economically sound and are ready to pay any amount of money to spend for doing any extra degree or research.

Relationship with students
There exists significant relationship between dimension of Academic Involvement- relationship with students and Job Satisfaction of non-matric female teachers and in total. The non-matric female teachers have soft nature. They show real concern and affection for their students. There prevails a friendly relationship between teachers and students. They love their students and the profession increases their Job Satisfaction.

Relationship with community
There exists significant relationship between dimension of Academic Involvement- relationship with community and Job Satisfaction of non-matric school
teachers with respect to sex. The non-matric school teachers serve for student’s personal welfare alone, but to the welfare of other community as well. They are ready to co-operate with others for a common cause. The community in turn give them great respect and this leads to Job Satisfaction.

**Academic Involvement**

There exists significant relationship between Academic Involvement and Job Satisfaction of non-matric school teachers with respect to sex. The non-matric school teachers have intellectual systematic thinking and planning when they are about to teach. They like to improve the learning spirit of their children. By observing the fruitful results they get satisfaction.

**Co-curricular activities**

There exists significant relationship between dimension of Academic Involvement- co-curricular activities and Emotional Intelligence of non-matric school teachers in total. This may be due to the reason that organizing cultural events may help them to develop motivation and release of energy which may in turn develop social awareness and leads to Emotional Intelligence.

**Professional growth**

There exists significant relationship between dimension of Academic Involvement- professional growth and Emotional Intelligence of non-matric female teachers and in total. The non-matric female teachers use their leisure time properly. They involve in search of new knowledge, touch with modern technologies and other learning resources like library and laboratory. Since they are busy in developing their profession they show a refined behavior which leads to emotional stability.

**Academic Involvement**

There exists significant relationship between Academic Involvement and Emotional Intelligence of non-matric school teachers in total. The non-matric school teachers are very active and eager to teach and learn, so they perform well. As they work in a good environment, they perform well in their academic activities. They make the best use of the available learning materials are very much interested in building relationship with students and community. This helps them to have Emotional Intelligence.
SECTION – V

There exists significant influence of Job Satisfaction, self-concept and Emotional Intelligence on Academic Involvement of matric school teachers. The matric school teachers work in a better physical and learning environment with a number of extra-curricular practices and innovative teaching methods which may enhance their Job Satisfaction develop Self-concept and give them. Emotional stability and all these qualities influence their Academic Involvement.

There exists significant influence of Job Satisfaction, Self-concept and Emotional Intelligence on Academic Involvement of non-matric school teachers. The non-matric school teachers are economically sound and work in an atmosphere of freedom which may lead to better Job Satisfaction, Self-concept and Emotional Intelligence which influence their Academic Involvement.

SECTION – VI

There is significant factor with positive loading of variables namely Job Satisfaction, Academic Self-concept, Personal Self-concept, Social Self-concept, Self-concept, Self Awareness, Self Regulation, Social Awareness, Emotional Intelligence, Curricular Activities, Co-curricular Activities, Professional Growth, Relationship with students, Relationship with community on Academic Involvement of matric school teachers. The factors self-concept and emotional intelligence of matric school teachers have impact on the academic involvement of matric school teachers and it leads to high positive loading of Academic Involvement. Therefore the factor for the study has been Self Emotional Involvement.

There is significant factor with positive loading of variables namely Job Satisfaction, Academic Self-concept, Personal Self-concept, Social Self-concept, Self-concept, Self Awareness, Self Regulation, Social Awareness, Emotional Intelligence, Curricular Activities, Co-curricular Activities, Professional Growth, Relationship with students, Relationship with community on Academic Involvement of non-matric school teachers. The high self-concept of non-matric school teachers is due to their academic involvement and it is supported by emotional intelligence which leads to high positive loading of self-concept. The factor for the study has been Self Emotional Involvement.

5.4 RECOMMENDATIONS

1. Teachers must know the professional ethics of their profession. Hence they love their profession and work with involvement.
2. Teachers must engage themselves in research work so that they improve their quality in teaching.

3. Teachers must be in touch with recent developments of their subject so that they can flourish in their profession.

4. Teachers should be paid reasonable and attractive salary so that they may render their service whole heartedly.

5. Teachers should be provided with better facilities in their schools. It will indirectly promote their service in an enthusiastic manner.

6. Special in-service training programmes should be arranged for teachers to update their knowledge in order to equip themselves better.

7. Teachers should be provided with the opportunities to improve the method of teaching by use of modern educational technology.

8. Parent-teachers association should function actively in all schools so that a critical evaluation is carried out to deepen academic involvement of teachers.

9. Teachers must have a meeting once in a month so that they understand the things to be done, activities to be undertaken and even the various problems related to the profession.

10. Seminars on personality development and basic human values have to be arranged for the teachers so that they attend to individual differences of the students for a better future.

11. Teachers should have time and patience to listen to their students, understand their difficulties and maintain a healthy relationship with them.

12. Teachers should respond and appreciate the creative ideas, talents and abilities of the students so they can be called as teachers with involvement.

13. Teachers should help their students and support them at time of adjustment problems, emotional pains, feeling of loneliness and stress.

14. Teachers should utilize the resources of the community for the development of the institution.

15. Teachers should pay attention to the current events occurring in the society so that they may create awareness about the social problems.

16. Teachers should render service to the community by participating in various activities that can improve the community.

17. The members of the community should be invited to attend the school programmes to improve the relationship with the community.
18. Teachers must be encouraged by the management to go for higher degree, attend seminars and refresher courses to enrich their knowledge.

5.5 SUGGESTIONS FOR FURTHER STUDY

The following areas are suggested for further research in the field:

1. The present study is limited to matric and non-matric school teachers of Kanyakumari revenue district. The same study can be extended to other districts of Tamil Nadu.

2. The same study can be done at various levels like college and university.

3. A study on relationship between Job Satisfaction and Academic Involvement of college professors may be conducted.

4. Academic involvement of primary school teachers can be studied.

5. The relationship between Emotional Intelligence and adjustment of teachers can be studied.

6. The relationship between Self-concept and Job Satisfaction of teachers can be done.

7. Emotional Intelligence and Reflectiveness of special school teachers can be undertaken.

8. Occupational stress and Academic Involvement of higher secondary school teachers can be studied.

9. Academic Involvement of female teachers working in government schools can be studied.

10. A study of Academic Involvement and level of aspiration of high school teachers can be studied.

11. The relationship between Self-efficacy and Job Satisfaction of matriculation school teachers can be undertaken.

12. Impact of Self-concept on Academic Involvement of male teachers can be studied.

13. Attitude towards teaching and Job Satisfaction of rural school teachers can be studied.

14. Academic self-concept of government aided school teachers can be studied.

15. Emotional Intelligence and teaching competency of Science teachers can be studied.