CHAPTER – I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1 INTRODUCTION

Every human being is endowed with certain inborn powers and capacities. The individual is the sum total of various constituents and all these constituents must be developed only through education. Education is a planned developmental activity. Good education motivates one to open his eyes to question what he sees. According to National Policy on Education (1986), Education is fundamental to our all round development, material and spiritual. Education needs to be planned meticulously and developed with great sensitivity so as to make the best use of the human being who is a positive assert and a precious national resource. Teachers are the givers of the precious gift of education. Infrastructure facilities and equipments are needed in the educational enterprise but persons are vital to them and a teacher is the supreme factor. There is no exaggeration that a spacious building, costly equipment and the sound syllabus will serve some useful purpose only when there are teachers who are alive to the nobility of the profession and its accompanying responsibilities.

1.2 CONCEPTUAL FRAMEWORK

The great teacher lives and breathes the spirit of creativity and adventure by Piers. Teachers make all possibilities into realities by applying respect to the work, being focused on the responsibilities and by having a balanced approach they can succeed in their profession. Teachers who work with involvement can bring up a generation of young minds, and as a result of their dedication and determination, they would be truly instrumental in bringing out from the temple of learning, students who are physically fit, intellectually vibrant, emotionally stable, socially responsible and more than everything really good human beings.
1.2.1.1 THE TEACHER

The teacher is a dynamic force in the educational system. Education without a teacher is just like a body without soul, skeleton without flesh and blood, a shadow without substance.

According to John Adams, the second US President (1735-1826), “A teacher affects eternity; he can never tell where his influence stops”. Since education is a lifelong process teacher’s duty is also an ongoing process throughout his life.

The teacher is a social engineer. He should be a good leader; a democratic leader. He should have a positive attitude towards his profession. So, he should go to the class punctually and with adequate preparation. Sir John Adams (1980) describes the teacher as a “maker of man”. The teacher must be a lover of his pupils. The sense the prestige is very important and impressive to young minds.

Husain Zakir, Head of National committee on Basic Education (1937) says, “The teacher is indeed the architect of our future. Society can neglect him at its own peril”. Teachers mould the future of the world builds our youth for the future. Teachers are the guardians of civilization.

1.2.1.2 TEACHING PROFESSION

Teaching is the art of assisting discovery. Teaching is not a mere lip service. It is the most respectful profession. Teaching is not only exhibiting one’s knowledge or skill or being the focus of attention, but also it is the process by which the teacher brings the student and the subject matter together. Its special function is to impart knowledge, develop understanding and skill. Teaching is a complex art of guiding students through a variety of selected experiences towards the attainment of appropriate teaching-learning goals. Teaching is the stimulation, guidance, direction and encouragement of learning.

According to Joseph F. Callahan (1977), “Teaching is helping students to learn. It is neither merely telling something to a group of listeners nor explaining some topic, nor demonstrating your mastery of an important topic”.
Teaching profession possesses some typical characteristics and features. They include

i. A specialized knowledge and competence needing academic preparation.
ii. Need for adopting a life-long learning approach
iii. Social commitment and
iv. Professional code of ethics

Teaching is considered as one of the best professions in India and it is a task that prepares individual learners for nation building could provide tremendous professional motivation and satisfaction.

1.2.1.3 GOOD TEACHING

A good teaching develops effective and efficient Human Resources for the country which could make fast and better progress among other nations. Good teaching is the development of the student’s ability to do things for him. Voice, manner and bearing with children, effectiveness of methods used and skill in using them, teaching aids, chalkboard work, class organization, discipline are the constituents of good teaching.

**Ability to develop and use educational materials**

- Long term planning of teaching
- Wise use of resources
- Daily lesson preparation

**Knowledge and understanding of child development**

- Provision for individual differences in pupils
- Use of varied and appropriate teaching methods
- Skillful classroom management
Ability to evaluate teaching and appropriate action

Recognition when learning is taking place

Assessing learning accurately

Knowing how to take remedial action

Teaching skills relating to pupil motivation

Ability to reinforce desirable pupil behaviour

Using varied methods

Giving stimulating introductions to lessons

Encouraging pupil participation

Displaying enthusiasm

Recognizing children’s need

1.2.1.4 GOOD TEACHER

A good teacher is one of the greatest blessings of the world. In his talk broadcast on 15 May 1936, Dr. Zakir Husain described a good teacher, “On the title page of the life book of a teacher, what is written is not knowledge, but the subject of love. He loves human beings; he loves the values society possesses; he loves those little hearts that are going to imbibe these values in their future lives. The teacher helps them to acquire these traits as much as they can and in the manner they choose, and this performance provides pleasure in his heart and satisfaction to his soul.”

Good teachers it is commonly held, is keen and enthusiastic, well organized, firm but fair, stimulating know their stuff, and are interested in the welfare of the pupils. They always have been required to have professional skills. When we analyze the classroom activities of a good teacher, we find that he alternates the authoritative role with personal roles, and lengthens shortens the rubber band of social distance with consummate act. The good teacher makes such adjustments as we have described
without reflection and almost without awareness. He knows when to be cold and distant and when to be warm personal, when to tighten up and when to relax, when to part a boy on the back and when to be ruthlessly severe.

A good teacher is also contributor to the advancement of knowledge. He is expected to engage in research to publish to do creative work. To the good teacher these activities are not a chore but a pleasurable necessity. Some teachers have more physical energy than others, more facility in expression, more time, and better facilities for publication. A teacher may give too much of himself to his institutions to leave time and energy also to be a professional author. But the teacher who does not find the time to conduct scholarly investigations of his own to follow up new clues to keep alive his intellectual curiosity and continuously refresh his fund of knowledge is not doing justice to his essential job.

1.2.1.5 QUALITIES OF AN IDEAL TEACHER

Teachers shape the destiny of a nation in a classroom. They develop societies, indicate the path to the nation and sustain the human aspects of existence. They nurture and cultivate humanistic, ethical and moral values among pupils. According to Plato, the best quality of a teacher is love for his subject and love for his students. The teacher needs to possess certain qualities, which can broadly be classified under four heads. They are

a. Qualities relating to professional commitment
b. Qualities relating to character and personality
c. Qualities relating to human relationship
d. Qualification relating to professional educational training.

One of the essential pre-requisites for being an ideal teacher is subject matter competency. A teacher should know his subject thoroughly. For instance, the teacher should have good command of the language, demonstration, skills, skill to use the audio-visual gadgets effectively, ability to use the blackboard etc. Each letter of the word “Teacher” signifies some traits or values.
T - Tact, Tolerance, Truth

E - Efficiency, Enthusiasms, Ethics

A - Affection, Adaptability, Alertness

C - Character, Clarity, Creativity

H - Hardworking, Honesty, Human relations

E - Eagerness, Emotional Stability

R - Rationality, Resourcefulness, Relationship

The teacher should be an integration of all these characteristics.

1.2.1.6 EXPECTATIONS FROM TEACHERS

Parents often expect the teacher to be a better model of behaviour for their children than they are themselves. The teacher is expected to be a better model of behaviour for their children than they are themselves. The teacher is expected to practice the personal virtues of the middle class—correct speech, good manners, modesty, prudence, honesty, responsibility, friendliness, and so on. At the same time, certain other virtues, such as competitiveness, striving for financial rewards, independence of authority, are less likely to be values in teacher behaviour. The teacher is expected to be a person of culture, with more refined tastes than the general population. He is expected to be widely read and traveled and to be sophisticated in outlook. The teacher is a pioneer in the world of ideas, the seeker for truth, explores in the world of knowledge should be leaders in formulating in the world of knowledge should be leaders in formulating the values and ideals of the society and should work for the continual improvement of the society. Today’s urban classroom teacher must be equipped with certain competencies. Among these are knowledgeable and experiential exposure to disadvantaged pupils and the communities in which they live so as to prevent cultural shock and disorientation.

Formation of character is the real task of a teacher, and the basic aim of all education is only to put the child’s will and action on the right path, and to create
maturity in his character with the help of good habits in the light of right principles. One, who performs this educational task as a teacher, should know himself which path the character is to follow. His own character should have a definite colour. He should himself have his own lifestyle. His influence would give reliable direction to the child’s life; only then his own life is well directed.

1.2.1.7 IMPORTANCE OF TEACHERS

In the words of Humayun Kabir teachers are literally the arbiters of a nation’s destiny. It may sound a truism, but still needs to be stressed that the teacher is the key to any educational reconstruction. Teacher’s influence is everlasting. He shapes the destiny of future citizens. The Secondary Education Commission (1952) rightly points out “We are convinced that the most important factor in the contemplated educational reconstruction, is the teacher, his professional training and the place that he occur in the school as well as in the community”; the teacher occupies a very important place in society because he brings about the transfer of the intellectual tradition from one generation to next. He maintains the level of technological skills and keeps the light of civilization burning bring. He is expected to help in the silent social revolution that is taking place in the country. His duty does not end in the classroom with his students. He owes a duty to the society and the nation. He should be abreast of the developments in the country and the world. He should be able to constantly adjust his methods and approach to suit the changing times.

1.2.2 ACADEMIC INVOLVEMENT

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

a. Teachers should have deeper faith in the philosophy of education and the present day Aims of education.
b. They should have a better knowledge of the curriculum including syllabus and to augment it with modern requirements.
c. They should know the goals and objectives of the subjects and topics to be taught and plan their teaching to fulfill the objectives adopting suitable methods.
d. They should know the developmental psychology and also the theories of learning. They cannot dump subject matter harshly.
e. They should know the classroom management and good communication techniques. They should plan well.
f. They should have acquired skills in applying proper methods and techniques of teaching.
g. They should motivate the students to learn and acquire skills.
h. They should know how to bring about the abilities and skills already hidden in the students. The teacher is only a guide, a director, or a felicitator to help the students for developing their abilities. They cannot be dictators. They should be kind and affectionate and should never threaten or frighten.
i. They should be a model worthy of emulation and should practice what they preach.
j. They should continue to learn so that they could teach latest updated knowledge.
k. They should aim at total personality development a better citizen with feelings of national integration and international understanding.

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

1.2.2.2 ROLE OF TEACHERS WITH INVOLVEMENT

Education being the survival need of the human beings; the role of teachers has become a crucial factor. The teacher is in the role of employee in relation to school board. He is also in the role of subordinate to the principal, of advisee to the supervisor, of colleague to his fellow teachers. Within the network of adult interaction, the teacher is in some respects in the role of follower; in other respects, in the role of leader or innovator. It is, however, the teacher’s roles in relation to pupils that we wish to consider in more detail.

Mediator of learning

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

It has been said that if the teacher is to be successful in this role of facilitating learning, he must or may not be an integral element in the role of mediator of learning, but there is no denying that the teacher must keep some kind of order in the classroom if he is to teach and that a second role that teachers occupy in relation to pupils is the role of disciplinarian.

Parent Substitute

The third role in interacting with children is that of parent substitute. This role comes to the foreground especially in the behaviour of most primary teachers. The role is also present to greater or lesser degree in dealing with older children and adolescents. The role of parent substitute has received increasing attention in recent years. The male teacher probably acts as often in the role of father as does the female teacher in the role of mother.

Judge

The teacher acts also in the role of judge. He has authority and he maintains discipline, he gives out grades and he promotes or does not promote the child. The role of judge is never confident, however, to the area of learning and academic progress. It carries over into many other aspects of the child’s behaviour.

Confidant

Somewhat opposed to the roles of disciplinarian and judge is the role of friend and confidante. Teachers are expected to be the friends of children; to be so supportive that children will place trust and affection in the relationship, to be so sympathetic that children will confide in them.

Surrogate of middle class morality

Here teacher is expected to uphold, not only in his personal life outside the school, but particularly in his relations with his students. This role, as any other, stems
not only from the expectations hold by parents and other adults in the community, but also from the expectations held by teachers and students themselves.

**Individuality in role performance**

Any given teacher will fulfill varying role expectations in a unique manner. One teacher will stress the role of disciplinarian above all others, a second will see himself primarily in the role of friend and counselor to children; a third will attempt to eliminate all but the role of mediator of learning. For every teacher, factors of personality factors related to social origin and factor present in the particular school setting will interact to produce comfort in one role, discomfort in another.

**Socializing agent**

The teacher is the key figure in the educational system. It is the teacher’s behaviour in the classroom situation that must eventually be the focus of our attention if we are to understand how society through its agent, the school and in turn, the school through the person of the classroom teacher, influences the lives of children. The teacher directly or indirectly transmits not only information and knowledge, but also a wide variety of cultural values and attitudes. It is in this sense that the teacher is a potent socializing agent in the life of the child and adolescent.

**1.2.2.3 PROFESSIONAL ETHICS OF TEACHERS**

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

**Curricular Activities**

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

**Co-curricular Activities**

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

**Professional Growth**

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

**Relationship with Students**

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

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

**Relationship with the Community**

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

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

**Academic Involvement**

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

**1.2.2.4 NEED FOR ACADEMIC INVOLVEMENT OF TEACHERS**

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

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

1.2.3 JOB SATISFACTION

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

Job occupies an important place in one’s life. If a person is satisfied with his job, his mental health is intact, produces better quality and there are various other person is satisfied in his job only when opportunities for satisfaction of his social and ego needs are provided. Satisfaction is an emotional response. Teaching is an immensely rewarding higher value of life being achieved through this profession. Unless and one feels satisfied in his profession he cannot execute the values of his noble profession.

Job satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects. If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals. The successful running of any educational system depends mainly upon the teacher, the pupils, the curriculum and the facilities. Of course, the teacher is the most important one and the pivot on whom the entire educational structure rests. Job satisfaction involves liking for the work and acceptance of the pressures and aspirations connected with that work. Scheneider and Snyder explained Job satisfaction as follows; it is most adequately conceptualized as a personality evaluation of conditions existing on the job or outcomes that arise as a result of having a job. It is the perception of internal responses. All types of work not inherently satisfying. People engaged in the work which is not satisfying in itself naturally look for satisfaction does promote happiness, success and efficiency in one’s professional activity.

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

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

**Status of Service**

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

**Job Nature and Work Attitude**

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

**Service Conditions**

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

**Intra organizational Relationship**

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

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

Motivational Factors

The factors that lead to high Job Satisfaction are called motivational factors or motivators. Motivational factors develop positive feeling towards a job.

The presence or absences of the following factors lead to Job Satisfaction among teachers.

a. Achievement
b. Recognition
c. Teaching work itself
d. Responsibility
e. Advancement

Maintenance Factors

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

The following factors cause Job Satisfaction among teachers.

a. Institutional policies and administration
b. Quality of supervision
c. Salary
d. interpersonal relations
e. Working conditions
f. Status
g. Job Security
h. Communication
A professionally satisfied teacher thus has a friendly attitude, greater enthusiasm and higher value pattern. Such a teacher contributes immensely towards the education advancement of students and those teachers are born to any educational institution.

1.2.4 SELF–CONCEPT

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

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

1.2.4.1 MEANING OF SELF–CONCEPT

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

1.2.4.2 HOW TO IMPROVE OUR SELF-CONCEPT

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

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

1.2.4.3 CHARACTERISTICS OF SELF-CONCEPT

The concept of self has its origin from the personality theories very closely related to the nature of personality. It is the concept of self, which is gaining increasing significance in modern psychological forces innate as well as environmental. The individual perception or view of himself is known as his self-concept. The self-concept operates as a guide to behavior and a criterion for conduct. Self is a developmental formation in the psychological makeup of the individuals, consisting of interrelated attitudes that the individual has acquired in relation to his own body and its parts to his capacities and to objects, persons and family and to regulate his relatedness to them in concrete situations and activities.
Broadly speaking, self-concept is person’s total subjective environment and a distinctive center of experience and significance which results from the evolutorial interaction with others becoming consistent perspective of “I” and “me”. It includes,

a. Cognitive components such as individual’s perception of his physical attributes and self-perception of himself, his abilities, purposes, beliefs, moral commitments and values.

b. Affective components such as feelings, sentiments, moods, etc,

c. Capacity of self-evaluation such as approval or disapproval.

d. Attitude components.

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

1.2.4.4 EXTERNAL FACTORS AFFECTING SELF-CONCEPT

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

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

Some of the techniques for building self-concept are as follows;

a) General teaching techniques:

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

b) Effective teaching:

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

c) Provide Encouragement and support:

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

d) Set Reasonable Goals and Provide Feedback:

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

e) Promote Positive and Long Interactions:

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

Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence on others. Jack Mayer and Peter Salovey have been the leading researchers in Emotional intelligence since 1990. They defined Emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions.

The concept of Emotional intelligence is a kind of umbrella term that captures a broad collection of individual skills and disposition, usually referred as soft skill or interpersonal skills that are outside the traditional areas of general intelligence, the technical or professional skills. According to Daniel Goleman (1995), “Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in us and in our relationships.” It is the ability to motivate oneself and persist in the face of frustration to control impulse and delay gratification to regulate one’s mood and keep distress from swamping the ability to think, to emphasis and to hope. It is true, proper emotion at proper time in proper quantity is the key for success at every state. Emotional stability is an important trait to prove one effective. Emotions associated with low stability include anxiety, depression, anger and embarrassment and worry. It has been experienced that emotionally surcharged leaders embrace emotionally surcharged decisions and get failures.

1.2.5.1 CORNER STONES OF EMOTIONAL INTELLIGENCE

The four corner stone model was explained by Cooper (1997). This model assumes emotional intelligence out of the realm of psychological analysis and philosophical theories and moves into the realm of direct knowing, exploration and application. The four corner stones are,

i. Emotional literacy, which builds a locus of self confidence through emotional honesty, emotional feedback, intuition, responsibility and connection.
ii. Emotional fitness strengthens authenticity, believability and resilience, expanding circle of trust and capacity for listening, managing conflict and making most of constructive discontent.

iii. Emotional depth that explores ways to align one’s life and work with his or her unique potential and purpose and accountability, which in turn, increases influence without authority.

iv. Emotional alchemy, through which one can extend creative instincts and capacity to flow with problems and pressure and to complete for the future by building one’s capacity to sense more reality.

1.2.5.2 IMPORTANCE OF EMOTIONAL INTELLIGENCE

People with good emotional capacity know their feelings well and are in control of them. They can read other people’s feelings and deal with them effectively. People with this type of intelligence have a thinking process, which in turn promotes creativity and productivity. Cherniss (2000) in his presentations on the importance of Emotional intelligence links it with important work related outcomes such as individual performance and organizational productivity. People who are not in control of their emotions fight internal struggle that inhibit their ability to think clearly and concentrate on their work. If we are looking for career success, developing Emotional intelligence is fundamental. Learning to understand ourselves and how others see us, by developing our Emotional intelligence is the key to improve our chances of success. Researches and experiments reveal that the success of a teacher depends not only upon the cognitive factors of intelligence such as reasoning, logics etc, but also the non-cognitive factors of intelligence such as social skill, emotions and interpersonal relationships. Various researches show clearly that the emotional stability of teachers affects that of pupils. The teachers should try to find out their shortcomings and try to remove them so that the students may be saved from the adverse influence of their unbalanced personality. So a teacher should be intelligent in cognitive factors as well as in non-cognitive factors of intelligence also.
1.3 SIGNIFICANCE OF THE STUDY

Education is perceived to be universal phenomena. It is adequately organized and regulated through formal institutions like school and colleges. There are different factors, which determine the quality of education and its contribution to national development. The quality competence, character and involvement of teachers are undoubtedly very significant. Professionals in the modern society like Doctors, Engineers, Oilmen, Cobbler, Barber, Sweeper, Washer man, etc serve mankind by their own profession. Though their profession is useful for the society, it is limited to physical side of human life. But the highest good consists in all round development of an individual’s physical, social, intellectual, moral, spiritual and aesthetic aspects. It is the teaching profession, which helps an individual for his growth fully in his body, mind and spirit. That is why teaching has been accepted as the noblest profession with a mission.

In a developing society teacher has assumed a great responsibility to bring out good citizens who could carry out the profession in a dignified and productive manner. Teacher of modern day are looked up as the main guide, to prepare the students. To achieve their objectives and aspirations, nothing more important than to secure a sufficient and high quality teaching profession, providing them with best possible professional preparation and to locate them satisfactory condition of work to make their teaching more effective. If better services are expected from a teacher and if it is desired to effect and hold better talent in the profession, he should have involvement in the academic activities. Academic or job involvement influences the employees performance and enhances productivity of an organization.

The teacher in the emerging Indian society has a pivotal role in the social reconstruction, the transmission of wisdom, knowledge and experience from one generation to another. Children are the potential wealth of a nation. They are always exposed to the influence of the teacher. A teacher is not only a custodian of national values but also an architect par excellence of new values. Secondary Education commission (1952-1953) has rightly stated, “We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community”.

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

1.4 STATEMENT OF THE PROBLEM

Teacher is a prime invigorating force in the educational setup of India. A teacher can help our country in the process of reconstruction. But so far we have not been sufficiently able to harness this extremely useful manpower. This could be possible if the teacher’s role is properly recognized and he is in the frame of mind to understand the problem of the country and make a sincere effort to create a climate in which society can move forward. Dr. Radhakrishnan rightly remarked, “The teacher’s place in the society is of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning”. It’s good to know how far the teachers of Matric and Non-matric schools work with involvement in all academic activities such as curricular and co-curricular activities. Hence the investigator selects the topic, Correlates of Academic Involvement of Teachers in Matric and Non-matric Schools.

1.5 OPERATIONAL DEFINITIONS

Academic Involvement

Academic Involvement construct has ranged from the degree to which one is engaged in carrying out specific tasks. In this study academic involvement refers to the active participation of teachers in all academic activities such as in (i) curricular activities (ii) co-curricular activities (iii) professional development (iv) relationship with students (v) relationship with community.
Correlates

Correlates refer to have a relationship or connection between academic involvement with job satisfaction, self-concept and emotional intelligence in which one thing affects or depends on another.

Matric and Non-matric Teachers

The investigator refers to the teachers working in matriculation, government and government–aided schools of selected population.

1.6 OBJECTIVES

SECTION - I

The researcher has undertaken the study with the following objectives:

1. To find the level of academic involvement and its dimensions of teachers working in Matric and Non-matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

2. To find the level of Job Satisfaction of teachers working in Matric and Non-matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

3. To find the level of Self-concept and its dimensions of teachers working in Matric and Non-matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

4. To find the level of Emotional Intelligence and its dimensions of teachers working in Matric and Non-matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of
Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

SECTION – II

5. To find out the significant difference in academic involvement and its dimensions of teachers working in Matric and Non-matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

6. To find out the significant difference in Job Satisfaction of teachers working in Matric and Non-matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

7. To find out the significant difference in Self-concept and its dimensions of teachers working in Matric and Non-matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

8. To find out the significant difference in Emotional Intelligence and its dimensions of teachers working in Matric schools and Non-matric with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training.

SECTION - III

9. To find out the significant difference among different a) age b) qualification c) experience d) salary of teachers working in Matric and Non-matric schools in their Academic Involvement and its dimensions.

10. To find out the significant difference among different a) age b) qualification c) experience d) salary of teachers working in Matric and Non-matric schools in their Job Satisfaction and its dimensions.
11. To find out the significant difference among different a) age b) qualification c) experience d) salary of teachers working in Matric and Non-matric schools in their Self-concept and its dimensions.

12. To find out the significant difference among different a) age b) qualification c) experience d) salary of teachers working in Matric and Non-matric schools in their Emotional Intelligence and its dimensions.

SECTION – IV

13. To find out the significant correlation between Academic Involvement and its dimensions and Job Satisfaction of teachers working in Matric and Non-matric schools in with reference to background variables.

14. To find out the significant correlation between Academic Involvement and its dimensions and Self-concept of teachers working in Matric and Non-matric schools in with reference to background variables.

15. To find out the significant correlation between Academic Involvement and its dimensions and Emotional Intelligence of teachers working in Matric and Non-matric schools in with reference to background variables.

SECTION - V

16. To find out the significant influence of Job Satisfaction, Self-concept, Emotional Intelligence on Academic Involvement of matric school teachers.

17. To find out the significant influence of Job Satisfaction, Self-concept, Emotional Intelligence on Academic Involvement of non-matric school teachers.

SECTION - VI

18. To find out the significant factor with positive loading of variables namely Job Satisfaction, Self-concept, and Emotional Intelligence on Academic Involvement and its dimensions of matric school teachers.

19. To find out the significant factor with positive loading of variables namely Job Satisfaction, Self-concept, and Emotional Intelligence on Academic Involvement and its dimensions of non-matric school teachers.
1.7 HYPOTHESES

SECTION – I

1. The level of Academic involvement and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution and k) In-service Training is moderate.

2. The level of Job Satisfaction of teachers working in Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution k) In-service Training is moderate.

3. The level of Self-concept and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution k) and In-service Training is moderate.

4. The level of Emotional Intelligence and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution k) and In-service Training is moderate.

5. The level of Academic involvement and its dimensions of teachers working in Non-Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution k) and In-service Training is moderate.

6. The level of Job Satisfaction of teachers working in Non-Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution k) and In-service Training is moderate.
7. The level of Self-concept and its dimensions of teachers working in Non-Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution k) and In-service Training is moderate.

8. The level of Emotional Intelligence and its dimensions of teachers working in Non-Matric schools with reference to background variables such as a) Sex b) Age c) Designation d) Qualification e) Nature of Subject f) Experience g) Salary h) Marital Status i) Teachers Locality j) Locality of Institution k) and In-service Training is moderate.

SECTION – II

9. There is no significant difference in academic involvement and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.

10. There is no significant difference in Job Satisfaction of teachers working in Matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.

11. There is no significant difference in Self-concept and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.

12. There is no significant difference in Emotional Intelligence and its dimensions of teachers working in Matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.

13. There is no significant difference in academic involvement and its dimensions of teachers working in Non-matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.
14. There is no significant difference in Job Satisfaction of teachers working in Non-matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.

15. There is no significant difference in Self-concept and its dimensions of teachers working in Non-matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.

16. There is no significant difference in Emotional Intelligence and its dimensions of teachers working in Non-matric schools with reference to background variables such as a) Sex b) Designation c) Nature of Subject d) Marital Status e) Teachers Locality f) Locality of Institution and g) In-service Training.

17. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Academic Involvement and its dimensions.

18. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Job Satisfaction.

19. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Self-concept and its dimensions.

20. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Emotional Intelligence and its dimensions.

21. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Non-matric schools in their Academic Involvement and its dimensions.

22. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Non-matric schools in their Job Satisfaction.

SECTION - III

17. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Academic Involvement and its dimensions.

18. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Job Satisfaction.

19. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Self-concept and its dimensions.

20. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Matric schools in their Emotional Intelligence and its dimensions.

21. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Non-matric schools in their Academic Involvement and its dimensions.

22. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Non-matric schools in their Job Satisfaction.
23. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Non-matric schools in their Self-concept and its dimensions.

24. There is no significant difference among different a) age b) qualification c) experience and d) salary of teachers working in Non-matric schools in their Emotional Intelligence and its dimensions.

SECTION - IV

25. There is no significant correlation between Academic Involvement and its dimensions and Job Satisfaction of teachers working in Matric and Non-matric schools in with reference to background variables.

26. There is no significant correlation between Academic Involvement and its dimensions and Self-concept of teachers working in Matric and Non-matric schools in with reference to background variables.

27. There is no significant correlation between Academic Involvement and its dimensions and Emotional Intelligence of teachers working in Matric and Non-matric schools in with reference to background variables.

SECTION - V

28. There is no significant influence of Job Satisfaction, Self-concept and Emotional Intelligence on Academic Involvement of matric school teachers.

29. There is no significant influence of Job Satisfaction, Self-concept and Emotional Intelligence on Academic Involvement of non-matric school teachers.

SECTION - VI

30. There is significant factor with positive loading of variables namely Job Satisfaction, Self-concept, and Emotional Intelligence on Academic Involvement and its dimensions of matric school teachers.

31. There is significant factor with positive loading of variables namely Job Satisfaction, Self-concept, and Emotional Intelligence on Academic Involvement and its dimensions of non-matric school teachers.
1.8 DELIMITATIONS

The present study has its own limitations. The study is limited to teachers working in Matric and Non-Matric high schools and higher secondary schools only of the three educational districts of Kanyakumari Revenue District. Central Board schools are left out.

The delimitations of the present investigation are the following:

1. The study is limited to teachers working in matric and non-matric schools of Kanyakumari Revenue District only.
2. Only the teachers from government, aided and matriculation schools were included in this study.
3. The investigator used dimensions in academic involvement such as curricular activities, co-curricular activities, professional growth, relationship with students, and relationship with community in this study.
4. The investigator used dimensions in self-concept such as personal self-concept, academic self-concept and social self-concept in this study.
5. The investigator used dimensions in emotional intelligence such as self awareness, self regulation, motivation and social awareness in this study.