CHAPTER - II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Reviewing related literature in the researcher’s relevant field is very much important in educational research. For any worthwhile study in any field of knowledge, the researcher needs inadequate familiarity with the work, which has already been done in the area of his / her choice. In review of related studies, the researcher attempts to get to know what others have found out his/her similar research area. This helps to determine and exactly locate the study in its right perspective.

According to John W.Best (1989), “A summary of the writings of recognized literatures and of research provides evidence that the research in familiar with what is already known and what is still unknown and tested”. Since effective research is based upon the past knowledge, this step helps to eliminate duplication and replication of what has been provides useful hypothesis and helpful suggestions for significant investigation. Therefore to be a specialist, a researcher has classified and presented the studies into two categories. They are

1. Studies Abroad
2. Indian Studies

2.2 REVIEW OF INDIAN STUDIES

a) Studies Related to Academic Involvement

Smart (2003) conducted a study on Professional Commitment of primary school teachers in relation to working conditions and selected personal factors.

The objective of the study was to investigate the relationship between working conditions, selected personal factors and professional of primary school teachers, to investigate the relationship between predictor variables such as working conditions and selected personal variables. The sample was three hundred primary school teachers. Tools used were Professional Commitment Scale and Questionnaire on working conditions developed by the investigator. Statistical techniques like correlations and multiple regressions have been used to analyze the data. The major findings were the
working conditions; gender, salary and qualification were the significant predictors of the professional commitment. Working conditions emerged as the most important predictor of professional commitment gender, salary and qualification.

**Maheshwari (2004) conducted a study on Professional Commitment of Secondary School Teacher.**

The objective of the study was to ascertain the extent, variation and distribution of professional commitment among teachers in secondary education; to compare the degree of professional commitment of teachers with their social and academic characteristics like sex, age, academic career, socio-economic status, caste, community background, and teaching experience; to explore the ways and means of increasing commitment among teachers. A specially constructed scale was used for measuring their professional commitment. The statistical techniques were t-test, F-test, multiple range test and Duncon procedure. The major findings were the secondary school teachers have exhibited a moderate level of professional commitment; the professional commitment is differently distributed among school teachers. The variation of professional commitment among school teachers is related to their social and academic characteristics.

**Kumar and Patnaik (2004) studied on Organisational commitment, Attitude towards work and Job Satisfaction of Post graduate Teachers.**

The objectives of the study were to find out the difference between male and female below 40 and above 40 years and more than 12 and less than 12 years of teaching experience in organisational commitment, Job satisfaction and attitude towards work. The study was based on the sample of 138 post-graduate teachers also termed as Teacher Grade I of the state of Goa. The tools were Organisational Commitment scale, Teacher stress Scale, Teacher Job satisfaction Questionnaire, Teacher Morale Scale and Socio-emotional School Climate Scale used for data collection. Multiple regression analysis used for calculation of data for finding result. The findings revealed that Teacher Stress is negatively correlated with Organisational climate (OC) implying that if the teachers are expected to be committed to their organisations, then they must be free from stress. It is also found that Job Satisfaction is positively correlated with OC. Teacher morale and socio-emotional school climate are also found to be positively correlated with OC implying that if the morale of the teacher is high and the school provides good socio-
emotional climate then the teachers will be more committed to their institutions where they are employed.

**Deo and Singh (2004) conducted a study on Variation in Job Involvement with age among Government and Private High School Teachers.**

The objective of the study was to study the effect of age on job involvement with age among Government and Private High School Teachers. The sample was 200 teachers from government and private schools. Verma’s Job Involvement Scale (1984) was used. The major findings were the same age group teachers working in the government and private high schools did not differ significantly. Elder group of teachers differed most significantly from middle aged and younger group of high school teachers.

**Mohana and Gnanadevan (2007) conducted a study on Professional ethics of teachers in relation to their organizational climate.**

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

**Usha and Sasikumar (2007) conducted a study on teacher commitment as predictors of Job Satisfaction.**

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

**Anitha Sharma (2008) conducted a study on commitment among teachers with regard to some of their personal and academic variables.**

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

**Madhu Guptha and Priya Kulshreshta (2008) conducted a study on professional commitment of primary school teachers- A comparative study**

The objectives were to compare the effect of type of school on professional commitment of primary school teachers, to study the professional commitment of primary school teachers in relation to sex difference, to study the interactional effect of type of school and sex difference on professional commitment of primary school teachers and to compare the areas of professional commitment of primary school teachers working in government and public primary schools. The sample was selected randomly for the study. The findings revealed that there was significant difference in mean values of professional commitment scores of male and female teachers and also government and public school teachers.
Punitha and Amalraj (2010) conducted a study on Professional Commitment of College Teachers.

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

Regisgnanaraj (2010) conducted a study on Professional Commitment and Job Satisfaction of high school teachers in Virudunagar District.

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

The objectives were to find out whether there is a correlation between teaching commitment and educational aspiration of primary students, to find out whether there is a significant difference in the teaching commitment of male and female primary school teachers and to find out whether there is a significant difference in the educational aspirations of boys and girls belonging to primary schools. The investigator has used the random sampling techniques. The sample was 130 teachers and 150 students from government primary schools of Bangalore district, Karnataka. The major findings were there is high correlation between teaching commitment and educational aspiration of primary students, there is significant difference in the teaching commitment of male and female primary school teachers and there is no significant difference in the educational aspiration of boys and girls belonging to government primary schools.

b) Studies Related to Job Satisfaction

Nabi and Ahmad (2003) made a study on Job satisfaction among school teachers.

The major objective was to analyze the independent and interactive effect of gender, marital status and type of schools on the level of Job satisfaction enjoyed by the school teachers. The investigator used Job satisfaction Scale to collect data from 160 teachers. Statistical procedures like Mean, S.D, t-test, F test were used for analyzing the data. Major findings were; effect of sex, marital status and type of school on the levels of Job satisfaction of secondary school teachers were found to be significant, married teachers show better Job satisfaction than single teachers, government school teachers got more satisfaction than private school teachers.

Shafeeq (2003) conducted a study on low and high Salaried Group Teachers Teaching Visually Impaired in relation to their Adjustment and Job Satisfaction.

Objectives of the study were to find out the significance of difference between the mean scores of low and high salaried teachers in relation to their adjustment; and to know the significance of difference between the mean scores of low and high salaried
teachers in relation to their job satisfaction. The sample comprised of 37 teachers who were selected randomly from Ahmadi School for the Blinds, AMU, Aligarh and Sri Ajrananji Maharaj Andh Vidyalaya, Hardwar. Two tests namely Teachers Adjustment Inventory by Mangal (1982) and Job Satisfaction Scale by Meera Dixit (1993) have been employed to collect data. The data were analysed by employing Mean, S.D and t-ratio. Findings of the study revealed that Salary does not have any significant effect on adjustment of the teachers teaching the visually disabled. Salary does not play a vital role in their magnitude of satisfaction.

Srivastava (2003) conducted a study on Mental Health, Values and Job Satisfaction among teachers of Hindi and English Medium Schools.

Objectives of the study were to determine the mental health, Values and Job Satisfaction among teachers of Hindi and English Medium schools and to prepare and standardize a job satisfaction scale. The sample consisted of 268 teachers (114 male and 154 female) selected with the help of stratified random sampling techniques from nine Hindi Medium and five English Medium Schools of Mathura District, U.P. Data were collected through Test of Mental Health (Anand,1995),Test of Values (Srivatsava and Rai 1999) and Teachers Job Satisfaction Inventory constructed by the investigator. Statistical techniques like Mean, t-ratio and Pearson’s Product Moment were computed to analyse the data. Findings of the study revealed that Mental Health level of both the Hindi Medium and English Medium teacher is normal and satisfactory on the whole. Female teachers of English Medium show significantly higher Job Satisfaction than their male counterparts. Mental Health and job satisfaction have significantly positive correlation in the male English teachers group.

Amudha Devi and Velayudhan (2003) conducted a study on Job Satisfaction of women Lecturers working in private and Government Colleges.

The objectives of the study were to assess the job satisfaction of working women; and to find out if there is a significant difference in job satisfaction between women working in Government and Private colleges. The total sample constitutes 60 women lecturers of which 30 were from P.S.G College of Arts and Science and the other 30 from Government Arts College, Coimbatore. The Job Satisfaction Scale (Edward, 1969) was developed to measure the level of job satisfaction of working women, by using
Likert’s technique. Findings of the study were there was no significant difference in work autonomy between Government and private college women lecturers. This indicates that the female lecturers were satisfied with their work hours. However, there was significant difference in the work environment. The job satisfaction of the Government and Private College women lecturers was more or less equal.

**Rekha (2004) conducted study on Job Satisfaction and attitude towards teaching profession among secondary school teachers.**

The objectives of the study were to study the level of Job Satisfaction of secondary school teachers based on sex, locality, type of management subject of study and experience and to find out the relationship between Job Satisfaction and attitude towards teaching profession among secondary school teachers. Four twenty teachers were selected as sample. Tools used were Job Satisfaction questionnaire and teacher attitude scale. Statistical techniques adopted were Mean, S.D, Critical ratio and correlation. Major findings were; the secondary school teachers showed high Job Satisfaction. Job Satisfaction and attitude towards teaching profession were positively correlated.

**Priya (2004) conducted a study on Job Satisfaction of women teachers of schools and colleges.**

The objectives were to study the level of Job Satisfaction of women teachers of schools and colleges in general and individually. Four Hundred women teachers served as sample. Job Satisfaction questionnaire was used for data collection. For analysis Mean, S.D, and Critical ratio were used. Major findings were the women teachers of high school, higher secondary and college showed high Job Satisfaction and there was no significant difference between the Job Satisfaction among women teachers in schools and colleges.

**Anil Kumar (2004) conducted a study on Perceived Stress of Teachers in relation to Job Satisfaction and certain Personality Characteristics.**

Objectives of the study were to study the extent and levels of perceived stress and job satisfaction of teachers; to study whether gender difference exists in perceived stress,
job satisfaction and personality characteristics of teachers; to estimate the nature and degree of association between perceived stress, job satisfaction and personality characteristics. The sample consisted of 300 teachers, 100 each from the primary, secondary and higher secondary schools of Kerala State by using Proportionate stratified sampling technique. The tools used were Teacher stress Inventory (Kumar and Kumar, 2001), scale of Job Satisfaction (Kumar and Kumar, 2001) and 16 PF Questionnaire – form C- Malayalam version (Rema and Raveendran, 1989). The Statistical techniques percentage analysis, mean difference analysis, Pearson’s product moment coefficient of correlation, two-way analysis of variance with 3x3 factorial design, Scheffe’ test of post-hoc comparison and Multiple regression analysis were used to analyse the data. Findings of the study revealed that teachers with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction. A teacher with favourable personality characteristics experiences less stress than those with less favourable personality characteristics.

Mishra (2005) conducted a study on Organizational Climate of different types of Secondary Schools and its relationship with Leadership Behaviour of Principals and Teachers’ Job Satisfaction.

The objectives of the study were to find out the relationship between the organisational climate and leadership behaviour of principals of secondary schools; to investigate into the relationship between the leadership behaviour of principals and teachers’ job satisfaction; and to investigate the relationship between the organisational climate and teachers job satisfaction. The sample consisted of 184 teachers working in 46 secondary schools selected by stratified random sampling techniques from the aided and non-aided secondary schools of rural and urban areas of Allahabad District. Sharma’s Schools Organisational Climate Description Questionnaire (SOCDQ), Hindi adaptation of leadership Behaviour Description Questionnaire (LBDQ) (Halpin and Winner, 1966) adopted by Saroj Pandey, and Teachers’ Job Satisfaction Description Questionnaire by Gupta were used to collect relevant data. Data was analysed with the help of Mean, SD, percentage and product moment coefficient of correlation. Findings of the study were Schools in rural areas were found more open than their counterparts in urban areas. Significant positive relationship existed between organisational climate and leadership behaviour of principal. Positive relationship existed between leadership
behaviour of principals and teachers job satisfaction. Healthy and open climate of the school enhanced the job satisfaction of teachers. Closed climate marred the job satisfaction of teachers.

**Sharma (2005) conducted a study on Job Satisfaction among the physical Education Teachers Working in Himachal Pradesh Schools.**

The objectives of the study were to compare the Job satisfaction of three groups of physical education teachers teaching in high schools of Himachal Pradesh in having good, average and poor sports facilities with respect to following factors: work conditions, salary, security, promotional policies, institutional plan and policies, authority, their competence and functioning. A random of 210 high school physical education teachers from the districts of Himachal Pradesh. The tools were used to collect data like ‘Job Satisfaction’ Questionnaire (English) by Kumar and Mutha, and a checklist was prepared according to seventh five year plan national sport policy. The statistical technique chi-square was used for analysis of data. Findings of the study were the majority of the teachers are satisfied with their job according to the job satisfaction components. They are satisfied with their work, work condition, salary, security, promotional policies, institutional plan and policies, relationship with their co-workers, functioning of authorities and their competence.

**Panda (2005) made a study on Job Satisfaction of College Teachers of Assam and Orissa.**

The objectives of the study were to find out if there is any significant difference between male and female, experienced and less experienced, Urban and Rural Government and aided college teachers of Assam and Orissa in respect of their job satisfaction college teachers of Assam and Orissa in respect of their job satisfaction. The descriptive survey method was followed in the study. As many as 440 college teachers, 220 each from Assam and Orissa constitute the sample of the study. The job satisfaction scale developed and standardized by the investigator was used in this study. In order to compare the job satisfaction of the subjects of various samples, test of significance (‘t’) was used. On the basis of the results obtained, it was concluded that there was no significant difference in the degree of both the states irrespective of their sex, experience, location and status.
Usmnai (2006) studied on teachers Job Satisfaction in relation to their personality style and type of school.

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

Rathod Verma (2006) conducted a study on Job Satisfaction of Teachers in relation to role commitment.

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

Yarriswamy (2007) conducted a study on Individual Need Strength, Locus of Control, Job Involvement and Burnout of Teacher-Educators of Teacher Training Institutes in the State of Karnataka in relation to their Job Satisfaction.

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

**Bindhu (2007) conducted a study on Relationship between Job satisfaction and Stress Coping Skills of Primary School teachers.**

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

**Singh and Gurmit (2007) conducted a study on Job Satisfaction of Teacher Educators in Relation to their Attitude towards Teaching.**

Objectives of the study were to compare the job satisfaction of teacher educators with their attitude toward teaching; to compare the job satisfaction of male and female teacher educators with their attitude towards teaching. The sample comprised of 250 teacher educators with 100 male and 150 female educators. Teacher educators from 20
colleges of education affiliated to Punjab University, Chandigrah, Guru Nanak Dev University Amritsar and Punjab University Patiala. The study used these tools Job Satisfaction Scale (JSS) by Amar Singh and T.R.Sharma (1999) revised version. Findings of the study were the job satisfactions of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.

**Chamundeswari and Vasanthi (2009) conducted a study on Job Satisfaction and Occupational Commitment among Teachers**

The objective of the study is to investigate if there is any significant difference in job satisfaction and occupational commitment among teachers in different categories of schools, namely, state, matriculation and central board schools and to investigate if there is any significant relationship between the selected variables among teachers in different categories of schools. From the target population a sample of 588 teachers were selected. The research tools used are manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) and Occupational Commitment Scale (Blau, Paul and John, 1993). The data collected was analysed and subjected to suitable statistical techniques. Findings of the study were the matriculation school teachers have better job satisfaction when compared to the state board school teachers; the central board school teachers have better job satisfaction when compared to the matriculation board teachers; the matriculation school teachers have more occupational commitment when compared to the state board school teachers; the central board school teachers are significantly better in their commitment when compared to the matriculation board teachers.

**Brajesh Kumar and Sabita (2009) conducted a study on Organizational Health of Elementary Schools and Job Satisfaction of Teachers**

The objectives of the study were to find out whether the status of organizational health of elementary schools is satisfactory, whether the status of job satisfaction of elementary school teachers is satisfactory, whether there is positive relationship between organizational health and job satisfaction of teachers of elementary schools. A sample of 184 teachers was chosen from elementary schools of Bhopal city. During the collection of data, the following tools were used School Organizational Health Questionnaire of
Peter M Hart and others. Teachers Job Satisfaction Questionnaire of Pramod Kumar and Mutha. Findings of the study were Government schools show highly satisfactory result in participative decision making than that of private and all the schools. Government, Private and all schools show the same status i.e., satisfactory in case of two dimensions, professional growth and supportive leadership.

Johnson (2010) conducted a study on Achievement Motivation and Job Satisfaction in Scheduled Caste and Scheduled Tribe Employees

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

Jasmine Maria Sylvester (2010) conducted a study on Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators.

The objectives of the study were to study the level of attitude of Teacher educators and Job Satisfaction in their teaching profession, to find out the significant difference in Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators with regards to Gender, Location of the institution and Educational Qualifications, to compare the significant effectiveness on the level of Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators with regard to years of Total Teaching Experience, to find out relationship between the attitude of the Teacher Educators towards their profession and their Job Satisfaction. A random sample of 100 Teacher Educators of 15 private colleges of education in Madurai district was taken for the study. Attitude towards Teaching Profession Scale constructed by Unbrock and Job satisfaction Scale developed by Bubey, Uppal, and Verma, (1989) were employed in this
Vandana and Harpreet Kaur (2011) conducted a study on Job Satisfaction among Government and private secondary school teachers of various academic streams.

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

c) Studies Related to Self-Concept


The objectives of the study were to find out correlation with the values of self-concept and independent variables such as intelligence, creativity, and achievement of rural and urban schools. Descriptive school survey method as well as qualitative approach was adopted for the study. The tools were Children self-concept scale (Ahluwalia, 1986), Group Test of General Mental Ability (Jalota, 1972), Creative Activities Checklist (Torrance, 1982) and Academic Achievement Test. The findings
revealed that Variable of intelligence and creativity to be positively significant with self-concept in urban as well as in rural. No correlation found between the variable of achievement and self-concept. It is revealed that variable of achievement contributed 13.6% variance in predicting the self-concept of urban girls. It is clear that conjoint effect of variable of intelligence creativity of achievement is higher in both the samples as compared to predicting the self-concept.

**Francis Rajan and Arockiasamy (2001) conducted a study on Occupational aspiration and self-concept of High school students in Vikramasingapuram Area.**

The major objectives were to find out the level of occupational aspiration, to find out the level of self-concept of High school students, to find out the significant difference in occupational aspiration of High school students with reference to their sex, age and class, to find out the significant difference in self-concept of High school students with reference to their sex, age and class, to find out the relationship between occupational aspiration and self-concept of High school students. Survey method was adopted in this study. Sample consisted of 200 high school students. Occupational aspiration scale and Multi-Dimensional personality Inventory were the tools used. Mean, S.D and t-test were the statistical techniques used to analyze the data. The findings were 57% of High school students had high level of self-concept. Sex and class had no influence on the self-concept of high school students. But 15 years old age group possess high self-concept than that of 14 years students. There were no significant relationship between occupational aspiration and self-concept of High school students.

**Banerjee and Debasri (2003) conducted a study on Self-concept and Cognitive Style of Creative and non-creative students in Calcutta University**

The objectives of the study were to explore the nature of relationship between self-concept and creativity, to explore the nature of relationship between cognitive style and creativity, to explore the nature of relationship between self-concept and cognitive style. Tools used are Test of creative words and figures by Baqer Mehdi, Children’s self-concept scale by Ahluwalia and group embedded figures. It is revealed that Creative style and self-concept revealed no difference due to grades. Boys had a higher self-concept than girls. Positive significant correlation exists between self-concept and creativity.
Gireesh Kumar (2005) conducted a study on Effect of Home Environment and Self-concept on Achievement of Higher Secondary Students

The objectives were to find out the levels of Home Environment, Self-concept and Achievement of Higher Secondary School Students, to find out the significant relationship between Home Environment and Achievement, to find out the significant relationship between Self-concept and Achievement of Higher Secondary School Students. Survey method was adopted in this study. Home Environment scale and Self-concept scale were the tools to collect the data. ‘t’-test, Chi-square test and Pearson product moment correlation were the statistical techniques used to analyze the data. Findings revealed that a 17.6% of male and 9.7% of female students had high level of Self-concept. There was significant relationship between Home Environment and Achievement but there was no significant relationship between Self-concept and Achievement of Higher Secondary Students.

Amaladoss and Amalraj (2006) conducted a study on self-concept of post graduate Chemistry teachers.

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

Sundaramoorthy (2007) conducted a study on Self-concept and educational aspiration of the children of Beedi workers

The objectives were to find out the significant difference in the self-concept of the children of Beedi workers with regard to sex, standard and medium of study, to find out the significant difference in the educational aspiration of the children of Beedi workers with regard to sex, standard and medium of study, to find out the significant
relationship between self-concept and educational aspiration of the children of Beedi workers. Normative survey method was adopted in this study. Sample consisted of 260 students of IX and X standard. Self-concept scale and Educational aspiration scale were used to collect the data. Mean, S.D., t-test, ANOVA, and Product moment correlation were the statistical techniques used to analyze the data. Findings of the study revealed that there was no significant difference in the self-concept and educational aspiration of the children of Beedi workers in terms of their sex, standard and medium of study. There was a significant relationship between self-concept and educational aspiration of the children of Beedi workers.

Aneesha (2008) conducted a study on Self-concept and Adjustment problems of prospective teachers.

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

Thambi Dorai and Muthuchamy (2008) conducted a study on impact of Teaching Practice Program upon the self-concept of B.Ed students.

The main objective of the study was to find out the impact of Teaching Practice Program upon the self-concept of B.Ed students. The explorative research method was employed. The sample was 200 women B.Ed students from Thiruchencode and Namakkal districts. The Mohsin self-concept inventory was administered before and
after the teaching practice period and collected data from the respondents. The findings revealed that the level of self-concept of women B.Ed students increased significantly after the Teaching Practice Program compared to the self-concept level of pre teaching program.

**Ramachandran and Asgarali Patel (2009) conducted a study on Self-Concept of the college students of Madurai**

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

**Ratchagar and Venkatammal (2009) conducted a study on Self-Concept of Rural Youth**

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

**Prem Sunder (2010) conducted a study on Self-Concept of B.Ed Students.**

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

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

Madhu Asthana (2011) conducted a study on Self-Concept, Mental Ability and Scholastic Achievement of Secondary School Students of Varanasi.

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

d) Studies Related to Emotional Intelligence


The objectives of the study were to determine the level of EQ of secondary teachers; to compare the level of EQ of male and female secondary teachers; to compare the level of EQ among different age groups. The sample was 500 secondary teachers from Maharashtra. The tool used was Emotional Intelligence test developed by Chanda
and Singh. The statistics used were Mean, S.D and t-test. Findings revealed that the level of emotional intelligence is low and independent of gender and age.

**Bansibihari and Surwade (2006) conducted a study on the effect of Emotional Maturity on Teacher Effectiveness.**

The objectives of the study were to find the emotional maturity of teachers, to find out the effectiveness of teachers, to identify the emotionally stable and unstable teachers, to compare teaching effectiveness of emotionally mature group with that of emotionally immature group. Emotional maturity of teachers was measured with the help of Emotional Maturity Scale by Mahesh Bargava and Yashvir Singh(1990) and teacher effectiveness was measured by Teachers Effectiveness Scale by Pramod Kumar Mutha. Mean, S.D, and t-test were employed for finding the results. The findings were female teachers are more emotionally mature than male teachers. The teaching of emotionally mature teachers is more effective than those of emotionally teachers. There is no sex difference in emotionally mature group with respect to teacher effectiveness.

**Patil and Kumar (2006) conducted a study on Emotional Intelligence among student teachers in relation to sex, faculty and academic achievement.**

The objectives of the study were to find out the difference in the emotional intelligence of male and female teachers, to find out the difference between student teachers of arts and science faculty, to find the relationship between emotional intelligence and academic achievement of student teachers. The sample was 302 student teachers from Kolnapur district. Descriptive survey method was employed. Statistics used were t-ratio and product moment coefficient of correlation. The findings were there is no significant difference between emotional intelligence of male and female student teachers. There is no significant difference between emotional intelligence of student teachers of arts and science faculty. There is no significant difference between emotional intelligence and academic achievement of student teachers.
Ramould (2006) conducted a study on Enhancing Emotional Intelligence of Students Teachers through Enneagram Educational Programme.

The objectives of the study were to assess the effectiveness of Enneagram Educational Programme on the following competencies of emotional intelligence of student teachers a) Emotional Self-awareness, b) Emotio nal Expression, c) Emotional Awareness of others, d) Creativity and e) Interpersonal Connections. The experimental method is used for the study. The tools were EQ map questionnaire, Interview Schedule for the student teachers and Reaction Scale for the feedback of intervention programme used for data collection. Mean, S.D, and ANCOVA are used for finding the results. Findings revealed that the Enneagram programme enables individuals to look deeply into their own character, harmonise their daily lives and their relationship s both personal and professional and understand their personal path of growth.

Darsana (2007) conducted a study on relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students.

The objectives of the study were to find the relationship between emotional intelligence and achievement facilitating variables for the whole sample and relevant sub-sample to compare emotional intelligence of groups s in pairs classified on the basis of sex, locality of school, nature of school and socio economic status. A representative sample of 387 students from higher secondary schools of Kollam district in Kerala was selected. The findings were there was significant relationship between emotional intelligence and socio economic status for the whole sample of sub-sample: boys, urban, rural and government there was significant relationship between emotional intelligence and socio economic status for. There was substantial relationship between emotional intelligence and achievement motivation for the whole sample and relevant sub-sample. There was significant difference between boys and girls in their emotional understanding and emotional intelligence.
Vijwaga Madhukar (2007) conducted a study on the effect of emotional intelligence developmental programme on higher secondary students.

The objectives of the study were to determine the component of emotional intelligence to study the present condition of emotional intelligence of higher school students and to study the effectiveness of emotional intelligence programmes. Survey method was used in this study to collect data about the present condition of emotional intelligence development programme material and the effectiveness of these materials by applied experimental method. Tools used were emotional intelligence scale by Daniel, Goleman (1998) emotional intelligence scale of Thingajam, Nuntankunam and Ram V (2007) and test for measurement of social intelligence for investigation. The sample consisted of 1577 students of arts, science and commerce faculties from 11 junior colleges. The findings of the study were the emotional intelligence between arts, science and commerce students in all junior colleges was the same. The emotional intelligence between boys and girls was the same in almost all junior colleges. The emotional intelligence development programme was effective for the development of the component of empathy in emotional intelligence.

Suresh Babu (2008) conducted a study on Relationship between occupational stress and emotional intelligence of higher secondary school teachers

The objectives were to find out level of emotional intelligence and occupational stress of higher secondary school teachers, to find out the significant difference between English medium and Malayalam medium higher secondary school teachers in their occupational stress, to find out the significant difference between male and female higher secondary school teachers in their emotional intelligence, to find out the significant difference between English medium and Malayalam medium higher secondary school teachers in their emotional intelligence, to find out the significant correlation between emotional intelligence and occupational stress of higher secondary school teachers. Survey method was adopted in this study. Sample consisted of 250 higher secondary school teachers. Occupational stress inventory and emotional intelligence scale were the tools used in this study. t-test, ANOVA, and Product moment correlation were the statistical techniques used to analyze the data. Findings of the study revealed that no significant difference was found between male and female and English medium and Malayalam medium higher secondary school teachers in their emotional intelligence.
Indhu (2009) conducted a study on emotional intelligence of secondary teacher trainees.

The objectives of the study were to compare the mean scores of emotional intelligence in relation to gender, to study the influence of type of family on emotional intelligence of teacher trainees and to compare the emotional intelligence of the teacher trainees on the basis of type of institution namely government, government-aided and private colleges of education. Descriptive survey method was used for data collection. The sample consisted of 502 teacher trainees studying in five different colleges of education in Coimbatore district. Statistical measures used were Mean, Standard Deviation and Analysis of Variance. The findings of the study were the majority teacher trainees of Coimbatore district possess average emotional intelligence, male and female teacher trainees did not differ in emotional intelligence. There was no significant difference between the emotional intelligence of teacher trainees based on the sub samples type of family and type of institution.

Girijesh and Jyoto Pandey (2009) conducted a study on management professional and teacher educators on Emotional Intelligence - A comparative study.

The objectives of the study were to compare Emotional Intelligence of male and female professionals of managements and teacher education. The sample consisted of 90 professionals in all out of which 44 professionals belonged to management faculty. ‘t, test had been used to analyse the data. Both male and female professionals of managements showed similar level on all dimensions of Emotional Intelligence. The management professional had been found to more emotionally intelligent. Female management professionals were conscious regarding the reorganization of emotions in themselves than teacher education.

Nirmala and Sreejith (2009) conducted a study on Emotional Intelligence and Life skills to cope with Stress and Interpersonal Relationship.

The objectives of the study were to find out the influence of emotional intelligence on selected skills among the Higher Secondary school students. To find out the relationship between emotional intelligence and skills to cope with stress for the total
and sub samples. To find out the relationship between emotional intelligence and Interpersonal relationship skill for the total and sub samples. Normative survey method was employed to find the influence of emotional intelligence on life skills. The tools used were Emotional Intelligence Scale and Life skill Assessment Questionnaire. Findings revealed that Emotional Intelligence has a determining influence on skills to cope with stress and Interpersonal relationship among the Higher Secondary students for total sample. Emotional Intelligence has a substantial high relationship on skills to cope with stress among the Higher Secondary students for total and sub sample based on locality.

**Arvind Kumar (2010) conducted a study on Emotional Intelligence of B.Ed students in relation to their Teaching Attitude.**

The objectives of the study were to study the relationship between Emotional Intelligence and Teaching Attitude of B.Ed students, to study the relationship between Emotional Intelligence and Teaching Attitude of female and male B.Ed students. Normative survey method was used for the study. Tools used were Mangal Emotional Intelligence Inventor developed by Mangal and Subra Mangal, Teaching Attitude Inventor developed by Ahluwalia. Findings revealed that there lies a significant relationship between emotional intelligence of B.Ed male and female students with respect to their teaching attitude.

**Sridevi and Lisha Parveen (2010) conducted a study on Relationship of Emotional Intelligence, Adjustment, Self-Concept and Scholastic Achievement of Higher Secondary Students**

The objectives of the study were to examine the relationship among Emotional Intelligence, adjustment, self concept and scholastic achievement of higher secondary students. To find out whether there is any significant difference in emotional intelligence higher secondary students with respect to gender and type of college. Normative survey method was adopted for the study. Stratified random consisting of 200 college students is used. Emotional Intelligence Test, Adjustment Inventory and Self Concept Scale are used. The findings were there is a positive relationship among Emotional Intelligence, Adjustment, Self-Concept and Achievement of higher secondary students. Female students possess higher emotional intelligence than male students. There is no
significant difference in emotional intelligence of higher secondary students with respect to the type of college in which they are studying.

**Jeyaseelan Selvakumar and Arumugarajan (2010) conducted a study on Emotional Intelligence of Higher Secondary Commerce Students in Tiruchendur Taluk.**

The objectives of the study are to analyse the Emotional Intelligence of Higher Secondary Commerce Students in Tiruchendur Taluk in terms of class XI and XII and nature of school-Unisex and co-education, to analyse the academic achievement of Higher Secondary Commerce Students in terms of class XI and XII, nature of school-Unisex and co-education, to analyse relationship between Emotional Intelligence and academic achievement of Higher Secondary Commerce Students in terms of class XI and XII, nature of school-Unisex and co-education. The investigator has selected 358 students from schools of Tiruchendur Taluk. Tools used in this study are Emotional Intelligence Scale developed by Arockiasamy (2006) and Half-yearly marks of the commerce students. The findings of the study revealed the significant relationship between the Emotional Intelligence and achievement in commerce of Higher Secondary co-education students, schools.

**Kamalpreet and Meenkashi (2010) conducted a study on Social and Emotional Intelligence of school-going adolescents and working status of mothers.**

The objectives of the study were to study social and emotional intelligence of school going adolescents in relation to working status of their mothers. The sample was 100 school going adolescents. The tool used was Social Intelligence Scale developed by Chaddha and Usha Ganesan and Mangal’s Emotional Intelligence Inventory. The findings of the study were School going adolescents of working mothers had significantly higher level of Emotional Intelligence than those having nonworking mothers. Female school going adolescents were significantly more socially intelligent than their male counterparts. There was a positive significant relationship between social intelligence and emotional intelligence for total group as well as in school going adolescents of working mothers.
Ramesh (2011) conducted a study on Emotional Intelligence of B.Ed students of Distance Education mode in terms of their age.

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

2.3 REVIEW OF INTERNATIONAL STUDIES

a) Studies Related to Academic Involvement

De Rosa Jill Marie (2000) conducted a study on more committed teachers: the relationship among commitment perceived effectiveness and measured achievement.

The study examined the variables that influence school performance using the department as the unit of analysis, the inter-relationship among organizational commitment, perceived effectiveness and measured achievement were examined. Teachers in four discipline related departments in 10 high schools in New York metropolitan area participated in this study. Correlation analysis and multiple regression analysis were used. It was found out that among science, social studies and maths departments a significant positive relationship was found between organizational commitment and the productivity and adaptability subscales of organizational effectiveness; and commitment was a significant predictor of effectiveness in science, social studies and maths departments but not the English departments.
Richard Lena (2001) conducted a study on a correlational study of teacher’s levels of commitment and their perception of shared decision making in New York City elementary schools.

The objectives of the study were to examine the correlation between teacher’s level of commitment and their perceptions of shared decision making levels of commitment displayed by teachers have been a persistent concern in the New York City public school system. Another concern has been desires of various organizational members (particularly teachers) for participation in the organization’s decision making process. The study was conducted using the survey questionnaire administered to a sample of 142 teachers from 23 elementary schools in New York City. The findings of the study were levels of commitment and their perception of shared decision making were analysed. Correlation between these two factors was computed and statistically significant correlation 0.557 between gender and desired levels of shared decision making was found, indicating a discrepancy between actual participation and desired levels of participation over that of men. The pattern of responses suggested that teachers both men and women participated in decision-making; however women desired more actual participation. There was no correlation among other variables. Levels of participation were not affected by actual participation or desired levels of participation.

Abler David Allen (2002) conducted a study on relationship of teacher’s organizational commitment and teacher efficacy to school academic standing and teacher experience.

The study examined the possible relationship of teacher organizational commitment and teacher’s efficacy to school academic standing and teaching experience. Participants were public-school teachers who taught in high schools of the large unit District Association in Illinois. Thirty five relationships among teacher organizational commitment, teacher efficacy, school academic standing and teacher experience were identified. The magnitude of the relationship ranged from very weak to moderate, with most of them in the very weak category. Results suggested that administrators and policy makers may retain effective teachers who are committed to the school by fostering a friendly climate and a collaborative environment.
Composto and Philip Antony (2002) conducted a study on collegial leadership and teacher commitment to the school.

The study examines the hypotheses that teacher commitment should be more influenced by principal behaviours that teacher professionalism, academic press or by environmental press, and that a positive correlation exists between teacher commitment and collegial leadership. Questionnaires were distributed to teachers from 41 New York City public middle schools. Urban schools were heavily represented and included students from a wide range of socio-economic status. First, a simple correlation co-efficient were computed between each climate variable and teacher commitment. A multiple regression analysis was then performed to determine the multiple correlations between the set of climate variables and teacher commitment. The main findings were although the four climate variables combined to produce a significant multiple correlation with teacher commitment, only academic press made a significant, unique contribution, and a second multiple regression between three of the climate variables (i.e., Collegial leadership, teacher professionalism, environmental press, and academic press) showed significant, unique contributions by each of the variables to academic press. It was concluded that collegial that collegial leadership might have an indirect relationship with teacher commitment through its contribution to academic press.

Coward and Renee Higdon (2003) conducted a study on teacher renewal and commitment to education: A quantitative analysis of teacher’s experiences at the North Carolina Center for the Advancement of Teaching

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

**Bogler Ronit (2005) conducted a study on the power of empowerment: mediating the relationship between teacher’s participation in decision making and their professional commitment.**

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

**Kim Do-Hong and Liu Xiaofeng Steven (2005) conducted a study on first-year experiences and teachers professional commitment.**

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

**Mutchler and Sue Ellen (2005) conducted a study on teacher commitment in an academically improving, high-poverty public school.**

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

**Tzavellas and Georgia (2006) conducted a study on Public school teacher’s concerns about their professional lives.**

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

**Atken and Florence (2006) conducted a study on the effects of perceived teacher empowerment on student achievement.**

The purpose of this study was to examine the perceived levels of teacher empowerment in schools showing an increase as well as decrease of student outcomes on standardized proficiency tests in reading, language arts and mathematics over a three years period. The instrumentation used was the School Participation Empowerment Scale (SPES) developed by researchers Short and Rinchart (1992). In this study there was no significant difference between teacher’s perception of empowerment consistently achieving and declining schools. The years of experience are a very strong determinant of teacher’s perceived levels of empowerment.
Meade and John Michael (2007) conducted a study on an evaluation of the professional development practices of small private Christian schools based on the perceptions of administrators and teachers.

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

Ware Herbert (2007) conducted a study on teacher and collective efficacy beliefs as predictors of professional commitment.

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

Machado and Cindy Louise (2008) conducted a study on teacher attitudes, Achievement, Poverty, and Academic Performance Index.

This study tests Social identity theory by comparing, and contrasting attitudes of elementary school teachers in Oklahoma categorized as high poverty, high achieving and high poverty, low achieving. The organizational climate description questionnaire for elementary schools was used to evaluate climate indexes within each school and within high and low performing groups. The major findings were the higher poverty rate, the lower the predicted Academic Performance Index. Two variables that influence student’s achievement are teacher quality and leadership quality.
Kieschke and Schaarschmidt (2008) conducted a study on professional commitment and health among teachers in Germany: A typological approach.

The objective of the study was to find the relationship between professional commitment and health among teachers. The tool used was Arbeitsbezogenes Verhaltens and Erlebensmuster questionnaire. This assessment instrument allows for a subscale level evaluation as well as differentiation between four types of work related coping behaviours that have been obtained by cluster analysis. Comprehensive analysis involving 7693 teachers have established the health relevance of this cluster differentiation.

b) Studies Related to Job Satisfaction

Van Voorhis (2003) conducted analytical study on Job satisfaction among school psychologists.

The main objective was to understand Job satisfaction among school psychologists. Important tool used was Modified Minnesota Job satisfaction scale (MMJSS). For analysis correlation was used. Major findings were; the school psychologists were least satisfied with compensation, school policies, practices and advancement overall Job satisfaction may be related to the state school psychologist organization membership and opportunity to expand and influence the role of the school psychologists and nearly 85% of the school psychologists were satisfied.

Anne Marie (2003) made a study on leadership style, teacher empowerment and Job Satisfaction in public secondary elementary schools.

The objectives of the study were to determine the leadership style of public elementary school principals, as perceived by the teachers and principals, and to examine if there is any significant relationship between leadership style and job satisfaction. The sample selected for the study consisted of 381 teachers and 44 principals. Tools used for the were Multifactor Leadership Questionnaire(MLQ), Malowe-Growne Social Design ability Scale(MGSDS) ,School Participant Empowerment Scale (SPES), Minnesota Satisfaction Questionnaire (MSQ) and Statistical Package For Social Sciences ( SPSS) . Mean, Standard Deviation, Linear regression and correlation were the
statistical tools used. Major findings were there was a significant correlation between leadership style and teacher’s job satisfaction a significant relationship was found between three levels of teacher empowerment and teacher job satisfaction and number of significant correlation existed between lifestyle and teacher empowerment.


The objectives of the study were to assert the level of job satisfaction public middle school assistant principals in North Carolina and to determine the relationship between job satisfaction of middle school assistant principals and selected Demographic valuables. 118 principals were selected as sample important tools were Job Discipline Index (JDI), Job in General (JIG) Scale and Demographic Questionnaire. SPSS for data analysis. The findings were; Middle school assistant principals were generally satisfied with their jobs and in general and no significant relationship existed between overall job satisfaction and age, ethnicity, education, number of years as assistant principal, salary, school location and number of students.

Lanzo and Antony (2003) conducted study on assessment of the level of Job Satisfaction of middle school teachers from selected affluent suburban public school districts in Essex Country, New Jersy.

The objectives of the study was to assess of the level of Job Satisfaction of middle school teachers from selected affluent suburban public school districts in Essex Country, New Jersy in order to report and analyze the aspects of the job and to determine and support teachers reported level of overall Job Satisfaction. The instruments used were Job Descriptive Index Revised and a demographic data questionnaire by the investigator. The results found that although teachers were dissatisfied with the aspects of salary and opportunities for promotion and were experiencing high levels of stress, 97.05% were satisfied with their job in general.
Bergstrom Joan (2006) made a study on Work place conditions contributing to elementary special education teachers Job Satisfaction.

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

Joseph and Thomas (2007) conducted a study on relationships of school climate, school culture, teacher efficacy, collective efficacy, teacher job satisfaction and intent to turnover in the context of year round education calendars.

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

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Huysman John (2007) made a study on rural teacher satisfaction: An analysis of beliefs and attitudes of rural teacher’s job satisfaction

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

Sung and Chi-Ling (2007) conducted analytical study on Relationship among supervisor’s transformational and transactional leadership styles, and teacher’s job satisfaction in Taiwan higher education.

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

Verner and Jacqueline (2008) made a study on a descriptive study of educator Job Satisfaction and valued communications.

The purpose of this qualitative ethnographic study was to explore perceptions of teachers in single school concerning written and oral organizational communications sent to and received from their peers and administrators. Teacher self assessment was based in the theoretical framework of Fredrich Herzbergs two factor theory of Job Satisfaction and Job dissatisfaction using Paula Lester’s Teacher Job Satisfaction Questionnaire. Major findings were educators value communications that enhance their professionalism aid them in accomplishing the job of education and enhance their feelings about their work.

Pearson Michael (2008) made a study on Job Satisfaction of principals in urban high schools in New Jersey,

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

Knith and Carol Ann (2008) made a study on Relationship between Organizational Climate and Job Satisfaction among middle school principals in Central Florida.

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


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

Qualls Lisa (2008) made a study on Factors that affect Job Satisfaction among teachers in two selected Milwauker Charter schools.

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


Objectives of the study were to study the effects of participating in academically based outdoor adventure education courses on the self-concept of high school students. The experimental method was used in this study. Two groups of students aged 13 to 18 years attending a private high school in New York City. One group was enrolled in either of two outdoor adventure education courses. A comparison group was not enrolled in these courses. A repeated measures analysis of covariance was conducted using baseline scores for each of the domains of self-concept. The statistical techniques were ANOVA, ‘t’ test, correlation. Findings of the study were family self-concept increased significantly for males enrolled in the outdoor adventure education courses when compared to females and there was significant changes in physical self-concept and family self-concept were found for those students with high global self-concept upon completion of the outdoor component of these courses.

Rusniak and Karen Marie (2001) conducted study the effects of goal orientation on early adolescents’ academic self-concept, attribution and academic performance.

Objective of the study was to investigate the association between early adolescents’ goal orientation and their academic self-concept, attribution and academic performance. The survey method was used in this study. Participants included 273, seventh and eighth grade students enrolled in a single junior high school located in a suburban of a large urban city. Students completed surveys measuring academic self-concept, attribution style and goal orientation. Data were analysed using chi-square and correlation. Findings of the study were students with learning goal orientation had significantly higher scores for internal or external attribution for positive events than students with performance goal orientations and female students reported higher academic grades than male students.

Objectives of the study were to examine the internal and external influence which affects the formation of self-concept and to explore their evaluation of each student in terms of their academic achievement, behavior and communication with others. The normative survey method was used in this study. The area of the study was focusing on Japanese education by applying the western self-concept theory and methods. The sample of the study was comprised of 312 male and 318 female Japanese elementary school students in the fourth to sixth grade. The statistical techniques involved were Mean, Standard Deviation and ‘t’ test. Findings of the study were males have higher levels of self-concept in physical ability and math, whereas females have higher levels of self-concept in peers, parents and reading, significant positive correlations between teachers’ ratings regarding students’ academic level and social skills.


Objectives of the study were to examine the relationships between sixth and seventh grade students mathematics self efficacy, academic self-concept and math achievement and to study the extent to which mathematics self efficacy and academic self-concept predicted math achievement. The descriptive survey method was used in this study. Participants completed the academic subscale of the multi dimension self-concept scale, self efficacy rating form and math performance sheet. The statistical technique involved were Mean, Standard Deviation, ‘t’ test ANOVA and correlation. Findings of the study were there was moderate correlation between mathematics self-efficacy, academic self-concept and math achievement. Prediction of math achievement by mathematics self-efficacy and academic self-concept differed by grade and ethnicity.

Objective of the study was to examine the effect of self-concept, gender and race on high stakes test performance: Relationships between performance on the student self-concept scale and the Regents Comprehensive Exam in English. The survey method was used in this study. The self-concept scale and Regents Comprehensive Exam in English Scores were examined for 141 junior and senior secondary school students in a working class New York City. The statistical techniques involved were percentage analysis, ‘t’ test, chi-square and correlation. Findings of the study were there was positive and significant correlation found between academic self-concept and scores on the Regents Comprehensive Exam in English and in terms of gender, males and females social and academic self-confidence significantly related to their Regents Comprehensive Exam Scores.

Dambudzo and Ignatius (2005) conducted a study on the relationship between learner self-concept and achievement in secondary schools in Zimbabwe.

This study investigates the significance of relationship between learner self-concept and achievement on the basis of gender, age, form, school location, school type and type of attendance. Data was collected from 1281 adolescent learners in urban and rural government and non-government secondary schools by means of questionnaires and interviews. Results confirmed the positive and reciprocal relationship between learner self-concept and academic achievement. Males and females appear to be similar regarding their self-concepts and overall academic achievement though girls have better cognitive self-concept. Age may influence academic achievement and self-concepts as well. Junior adolescent learner appear to have better self-concept than senior learner, though their academic achievement in similar.
Ward and Pamela (2006) conducted a study on Achievement and self-concept in diverse populations of middle school students.

Objective of the study was to identify differences in Achievement and self-concept and relation between these two constructs in related areas, among ethnically diverse sixth grade students identified by their school division as gifted. The survey method was used in this study. Scores from Lowa Test of Basic Skills, a standardized test of Achievement and self-concept scores from self description questionnaire II, were compared using Analysis of variance and Bonferroni Post Hoc procedures. The achievement scores in basic skill areas were correlated with the corresponding domains of self-concept. The statistical techniques involved were Mean, Standard Deviation’t’ test ANOVA and correlation. Findings of the study were there was a significant correlation found between Achievement and self-concept and there was a significant correlation found between math self-concept and mathematic concepts and estimation.

Christensen and Jennifer (2007) conducted a study on Female adolescents identified with emotional disturbance and adjudicated female adolescents-A comparison of self-concepts.

Objective of the study was whether there was any difference in the confidence scores of self-image, academic and social self-concepts and the confidence composite and outcome composite scores among female adolescents according to whether or not the female is adjudicated. The findings show no statistically significant differences on seven of the eight measures. There was significant difference with non-offenders having a higher outcome confidence composite score than the offenders.


The primary purpose of this quantitative study is to determine whether a significant relationship exists between the academic social and physical self-concept and academic achievement of elementary school children. Two hundred and five subjects were administered a demographic data sheet, the multi dimensional self-concept scale
and the children’s physical self-concept scale. Pearson’s product moment correlation MANOVA and multiple linear regression were used to analyze the data. The major findings were significant relationship between self-concept and academic achievement were indicated.

**Krabber and Sharon (2007) conducted a study on the relationship between self-concept and self ratings of generalizable skills of students in post secondary career and technical programs**

The purpose of the study was to determine the relationship between self-concept and self ratings of generalizable skills of students in post secondary career and technical programs. Ninety students from four program assess at a Midwestern post secondary technical college were administered the generalizable skills. Self-Rating Assessment and Tennessee Self-concept Scale-The results of this study revealed low correlations between students self-rating and self-concept in the fourth generalizable skill areas.

**Majda Schmidt and Branka Cagran (2008) conducted a study on self-concept of students in inclusive settings**

The present evaluation case study investigates the self-concept of the students from seventh grade in regular primary school. The study results indicate that, in comparison to their hearing peers, integrated students with hearing impairment have a lower academic and social self-concept, as well as a general self-concept but a higher physical self-concept. There are differences among students with hearing impairment in both the individual dimensions and general self-concept. There are no statistically significant differences between the class with integrated students, on the one hand, and the class without them on the other; however, there is a noticeable advantage for the students from the class with integrated students over the class serving as control group in all three individual dimensions as well as in general self-concept.

**Powell and Totumoh (2008) conducted a study on the effect of ability grouping on the self-concept of above average, average & below average readers.**

This study was conducted to assess if the grouping of students into reading group by ability would have an effect on the self-concept levels of above average, average &
below average readers in third, fourth and fifth grades. The students were placed into reading groups by ability for a period of eight weeks. Independent ‘t’ test was conducted to determine any significant changes in self-concept levels between pre and post test scores. The results showed that a significant change on self-concept scores was exhibited only for the average readers as they scored higher on the post test. For the students in the fourth grade it was found that a significant change from pre test to post test was revealed for the below average readers, with them scoring higher on the post test. With students in the fifth grade that there was no change from pre-test to post-test for all three groups.

d) Studies Related to Emotional Intelligence

Vela Robert (2003) conducted a study on the role of Emotional Intelligence in the academic achievement of first year college students.

The objective of the study was to examine the role of Emotional Intelligence in the academic achievement of first year college students. The subjects of the study included 760 first year college students from a selected university in south Texas. The finding reveals that there was a significant correlation between Emotional Intelligence skills and the academic achievement of first year college students.

Potter and George (2005) conducted a study on the impact of Emotional Intelligence intervention programme of freshmen at a south Texas higher education institution.

The objective of the study was to examine the impact of a campus wide Emotional Intelligence intervention programme of freshmen at a south Texas institution of higher education. The study was a mixed method approach that utilized qualitative and quantitative data. The sample for the study included 310 freshmen students at a south Texas institution of higher education. The result of the study indicated significant improvement in the self-reported Emotional Intelligence skills of the intervention group.

Cyr, Jennifer (2006) conducted a study on Emotional Intelligence as a predictor of Performance in college courses

This study examines the relationship between Emotional Intelligence and cognitive ability in predicting the academic achievement by using Mayor, Salovery and
Carusa’s (1997) four branched model of Emotional Intelligence. The Mayor, Salovery Carusa’s Emotional Intelligence Test (MSCEIT) research version 2.0 was used to predict performance in college. The predictive ability of Emotional Intelligence as measured by MSCEIT was assessed by correlating MSCEIT scores from 237 Rutgers University students with their communicative GPA. The relative predictive ability of Emotional Intelligence over SAT and the incremental predictive validity were explored using a multiple regression analysis. Results did not find any significant prediction of performance by Emotional Intelligence alone, or combined with SAT. Emotional Intelligence also did not account for any additional variance in GPA beyond that accounted for by cognitive ability as measured by SAT. This study did not substantiate claims that Emotional Intelligence will predict success in college.

Drew and Todd (2007) conducted a study on the relationship between Emotional Intelligence and student teacher performance.

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

Muller and Kenneth (2007) conducted a study on emotional intelligence and self-directed learning.

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

Sims-vanzant and Cynthia (2007) conducted a study on emotional intelligence and leadership practices among human service programme managers.

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

Bradshaw and Felica Bell (2008) conducted a study on exploring the relationship between emotional intelligence and academic achievement in African American Female college students.

Quantitative findings from the current study revealed that no statistically significant correlation between African American Female college student’s emotional intelligence level and their academic performance (GPA), A weak correlation between stress management and academic performance (GPA) of African American Female college students. No statistically significant difference between African American Female college student’s emotional intelligence level and their academic level. Qualitative findings from the current study provided exclamatory power behind the quantitative findings because the qualitative interviews captured the components of the Bar-on Emotional Quotient Test: Shot. The qualitative data also provided explanatory power beyond the quantitative findings in four additional themes such as a sense of identity as a women, association with African American heritage, family structure are responsibility within the family structure and community connectedness and obligations.
Rotty and Michael (2008) conducted a study on relationship between mathematics anxiety and emotional intelligence.

The objective of the study was to examine the relationship between mathematics anxiety and emotional intelligence. A sample of 63 undergraduate students enrolled in an evening and weekend bachelor degree programme at a private south eastern university completed assessments of emotional intelligence and mathematics anxiety. The result suggested that that students would benefit from having access to emotional intelligence coaching experiments.

Merril (2008) conducted a study on emotional intelligence, multicultural knowledge and awareness of ethnicity in school counselor effectiveness.

The purpose of this descriptive and inferential correlational research was to examine the emotional intelligence and multicultural knowledge and awareness of ethnicity. The rationale of this study to survey school counselors perceived levels of emotional intelligence and perceived multicultural school counseling knowledge and awareness in relation to ethnicity. The research method was to examine the relationship through survey of 113 school counselors using descriptive and inferential statistics. The results revealed a significant correlation between emotional intelligence scores and multicultural knowledge scores and a significant correlation between ethnicity and multicultural knowledge and awareness scores.

Soner Polat (2009) conducted a study on relationship between emotional intelligence of primary school 4th and 5th grade students and their teachers.

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

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

Clarke and Nichols (2009) conducted a study on developing emotional intelligence ability through team-based learning.

This study investigated the effects of attending a one-day emotional intelligence training session followed by participating in team learning on ability based measures of emotional intelligence in a sample of MBA students. The result revealed that greater participation in team learning and only one specific create stronger relational bonds that support the development of emotional abilities, once individuals have gained personal insights into their own emotional intelligence.

Di Fabio and Annamaria (2010) conducted a study on emotional intelligence and decisional conflict styles some empirical evidence among Italian high school students.

The objectives of the study were to find the level of emotional intelligence of Italian high school students and to find the relationship between emotional intelligence and conflict level of Italian high school students. The sample consisted of 528 of Italian high school students. Random sampling technique was used for data collection.
The results revealed that significant relationship found between emotional intelligence and decisional conflict styles of Italian high school students.

2.4 THE REVIEW - AN OVERVIEW

The research work surveyed and presented above indicates the importance of academic involvement, job satisfaction, self-concept, emotional intelligence of teachers. The review also stresses the need for further studies in the above areas to provide more suggestions and recommendations for the policy makers, administrators and the teachers. The investigator has reviewed a total number of 116 studies both Indian and International. There are 63 Indian studies and 53 foreign studies. Among the 116 studies, 26 studies were on academic involvement, 36 on job satisfaction, 26 on self-concept and 28 on emotional intelligence.

The studies that are related to academic involvement can be categorized under professional ethics, decision making, collegial leadership, teacher professionalism, environmental press, and academic press organizational climate, job involvement, commitment, attitude and aspiration. Anitha Sharma (2008) observed that Teachers having doctoral degree are found to be more committed compared to teachers having post graduate degree and teachers teaching in degree colleges are found to be more committed compared to teachers teaching in inter college university. Usha and Sasikumar (2007) found that the best predictor of Job satisfaction of secondary school teachers is teacher commitment. Maheshwari (2004) found that the variation of professional commitment among school teachers is related to their social and academic characteristics. Deo and Singh (2004) found that the elder group of teachers differed most significantly from middle aged and younger group of high school teachers in Job Involvement.

The studies that are related to Job satisfaction can be categorized under life satisfaction, personality characteristics, salary, mental health, Values, attitude towards teaching, Occupational Commitment, and organizational health. Rathod and Verma (2006) identified that senior teachers were found to be more job satisfied than junior teachers. Teachers having high role commitment were found to be more job satisfaction than teachers having low role commitment. Urban teachers were found to be more job satisfied than rural teachers. Johnson (2010) found that Job satisfaction is higher in
female employees than in male employees. Chamundeswari and Vasanthi (2009) observed that the matriculation school teachers have better job satisfaction when compared to the state board school teachers. Vandana Mehra and Harpreet Kaur (2011) found that Government school teachers exhibited better job satisfaction than private school teachers. Science teachers exhibited better job satisfaction than language and mathematics teachers.

The studies that are related to Self-concept can be categorized under adjustment problems, educational aspirations, home environment, occupational aspiration, cognitive style, personality type and mental ability. Amaladoss and Amalraj (2006) found that differences in gender, community and teaching experience did not cause significant differences in the self-concept score of post graduate Chemistry teachers. Ratchagar and Venkatammal (2009) observed that Male unmarried youth Muslims have higher level of self-concept than their counterparts. Kaur (2001) proposed that conjoint effect of variable of intelligence creativity of achievement is higher in rural and urban school samples as compared to predicting the self-concept. Aneesha (2008) revealed that there was the significant relationship between male and female prospective teachers in their Self-concept and Adjustment problem.

The studies that are related to Emotional Intelligence can be categorized under achievement, adjustment, Self-concept, effectiveness, attitude, occupational stress, multicultural knowledge, leadership practices anxiety and awareness of ethnicity. Vela Robert (2003) found a significant correlation between Emotional Intelligence skills and the academic achievement of first year college students. In the study of Suresh Babu (2008), a significant difference was found between male and female and English medium and Malayalam medium higher secondary school teachers in their emotional intelligence. Nirmala Susan and Sreejith (2009) observed that Emotional Intelligence has a substantial high relationship on skills to cope with stress among the Higher Secondary students for total and sub sample based on locality. Darsana (2007) revealed that there was substantial relationship between emotional intelligence and achievement motivation of higher secondary school students. Bansibihari and Surwade (2006) found that the teaching of emotionally mature teachers is more effective than those of emotionally teachers. The female teachers are more emotionally more mature than male teachers.
The teaching of emotionally mature teachers is more effective than those of emotionally teachers.

Teaching is considered as one of the best professions in India and the nation has a long tradition of imparting knowledge and wisdom in an indigenous approach. One of the urgent demands of that often emerge is to give a professional status to teaching. An internal confidence in nobility of teaching as a profession and that teaching as that prepares individual learners for nation building could provide tremendous professional motivation and satisfaction. The present study looks at the academic involvement of matric and non-matric teachers and the influence of its correlates like job satisfaction, self-concept and emotional intelligence. In this study the investigator uses survey method to collect data. For analysis of data percentage analysis, t-test, ANOVA, correlation and multiple correlations and factor analysis are used.

The present study differs from the rest of the studies in several ways. First of all there was no study undertaken so far, which had combined the variables such as curricular activities, co-curricular activities, professional growth, relationship with students and relationship with community. No study has undertaken to find out the self-concept and emotional intelligence of teachers. Therefore the present study is the first of its kind in this regard. Most of the studies directly dealt with the primary and secondary school and college teachers. There are no studies which directly deal with variables that are selected for this present study in relation to matric and non-matric teachers. In this respect also this study is something different in the educational research field. So the present study is unique and different from the rest of the studies in terms of the variables, population, sample and area.