

EMPIRICAL STUDY ON THE ROLE OF SELECTED DEMOGRAPHIC AND INDEPENDENT VARIABLES IN PROFESSIONAL CONTENTMENT OF TEACHERS

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ABSTRACT

Teachers play a vital role in developing the knowledge and skills of youth and hence are the pillars of a Nation. Most of the institutions face challenges in attracting and retaining the quality teachers. This research work is carried out with the aim of determining the relationship of teachers professional contentment with regard to professional stress, leverage technology, teaching attitude, emotional intelligence and self-efficacy. Normative survey method is employed in this research work. In this regard stratified random sampling technique has been applied in collecting the data from the sample of 658 school teachers working in the higher secondary schools situated in the Cuddalore district of Tamil Nadu, India. Four instruments constructed and validated by the investigator namely professional contentment scale, professional stress scale, leverage technology scale, and teaching attitude scale have been used in this research. In addition, two instruments namely emotional intelligence scale and self-efficacy scale available in literature have also been used. In order to realize the objectives and testing of hypotheses descriptive analysis and differential analysis have been employed. The results of the research reveals that the dependant variable professional contentment of the entire sample show average level. All the independent variables have also show the average level as per the results from the calculations of data and interpretations. Further it is also observed that the demographic variables have shown significance as well as not significance with respect to dependent and independent variables selected for the study. The study reveals that the teachers selected for the present investigation have expressed neither high professional contentment nor low but they expressed an average. This indicates that the school teachers are neither pressurized nor pleased with their profession but expressed moderate professional contentment.

KEY WORDS: *Teacher, Professional contentment, Professional stress, Leverage technology, Teaching attitude, Emotional intelligence, Self-efficacy, Descriptive analysis, Differential analysis.*

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I. INTRODUCTION:

Education is the instruction process aimed at developing individuals' knowledge, attitude or character to prepare them for meaningful living. Education is the rationality of an individual. Indeed, human mind training is not complete. How well educated a nation is depends on the strength of its people. Teachers are the nation's leading professional group. However, the teachers have been noted over the years that their work with their children and their improved performance throughout the day is more stress-prone. Every individual living on the earth must have a meaning of their life especially they need to have life satisfaction. In this regard, a profession plays a key role. A person having professional contentment or professional contentment will naturally reach the pinnacle in the life because professional contentment is observed as a dominant factors of life satisfaction. One cannot reach professional contentment very easily, it requires a varieties of components or dimensions such as psychological, sociological, environmental, administrative, personnel, and professional. Similarly there is a possibility of many variables influencing over the professional contentment. Hence the study on professional contentment of a teacher working in school, college, university and other educational institutions are relevant.

PROFESSIONAL CONTENTMENT:

The role of teachers can change in society and education, but their role remains identical. It is a great challenge for education institutions to attract and retain teachers of quality. In education, a positive approach is the essential quality of the teacher [K.Niagam et al., 2018]. Teachers need the capacity and attitude in order to achieve satisfaction from their profession with maximum devotion. Combining emotional and psychological experience at work is professional contentment. It can be defined as the relationship between what all expect and what all achieve. Satisfaction is required for an effective work. In building a nation and shaping the emerging citizens of the nation, teachers have a major role in transfer of knowledge and skill. Professional satisfaction, therefore, is an important concept, not only related to an individual but relevant to the well-being of society. Furthermore, the performance and productivity of schools is an important factor. The output of the teachers is also maximum if they are satisfied. In every field of study in particular, professional satisfaction is, therefore, an essential phenomenon.

PROFESSIONAL STRESS:

Teaching is now regarded as one of the worst occupations because the world of modernity is stressful. Stress is an emotional and physical feeling of tension. It can happen in certain situations. In cases of imbalances between the employee ability and resources to meet professional stress requirements, this is said to occur and is a result of working conditions. In particular, professional stress is the failure to face pressures at work. It is a physical and mental condition that affects the productivity, efficacy, personal health and quality of work of an individual. Professional stress causes health problems and a major cause of economic loss. It is known. The stress of teachers is a particular type of stress. The teacher experiences disagreeable emotions like tension, frustration, anger and depression as a consequence of his / her teaching role. Professional stress may influence personal and psychological well-being and decline in professional satisfaction. When considering work stress, it is often recognized as an unavoidable element of teaching. Some variables of stress are: ambiguity of roles, loss of control, isolation, lack of support, emotional complications and lack of work performance. Teaching is now considered an

extremely stressful job. Increasing educational awareness because of increased competition between students to achieve their objectives added to the pressure and stress on teachers.

LEVERAGE TECHNOLOGY:

Educational technology and emerging workforce trends are key reasons for a successful teacher. Instead of sitting quietly in rows of desks, students are encouraged to move around and collaborate in groups. Newer classroom furniture options enable students to better see their teachers and to work independently and comfortably, with classmates or one on one with instructors. These innovations reflect the increased demand for a workforce of people who can collaborate and think critically, among other things. Administrators hoping to create modern learning environments in their schools should look for technologies, such as virtualization, that create efficiencies, helping to maximize time and money and optimize physical space. Embrace tools such as screen casting, interactive displays, mixed reality and mobile technology to expand learning opportunities beyond a school's physical walls.

TEACHING ATTITUDE:

Whether a person is a professional or is an amateur determines the working pattern as well as the lifestyle i.e. appearance, writing, acting and working of a person. The only people who are successful in every field, including their own lives, are professionals. The development of a professional role is, in a broad sense, a professional development. Roles and duties of the teacher have expanded outside of the classroom. The main areas of attention for teachers are the implementation of education policies, curriculum transactions and the spread of consciousness. Changing times have added to this trade a new dimension, requiring certain skills and correct attitude. The behaviour, attitude and interest of teacher helps shaping the student's personality. To be a dynamic activity requires the practitioners to adopt a favorable attitude and some specific skills. The skills of the teacher depend on its attitude to the job. The positive attitude helps teachers to develop a friendly environment for learners in the classroom. This also has a positive impact on student learning. Being a social structure is influenced by numerous factors, including gender social layers, age, and previous work experience.

II. REVIEW OF RELATED STUDIES:

PROFESSIONAL CONTENTMENT

Anna Toropova et al (2020) aimed to investigate the relations between teacher job satisfaction, school working conditions and teacher characteristics for eighth grade mathematics teachers. The results demonstrated a substantial association between school working conditions and teacher job satisfaction.

Darshana Sharma (2019) study was designed to explore the level of the job satisfaction and professional commitment of teacher educators and also to see the relationship between teacher educators' job satisfaction and professional commitment.

Mozumder Arifa Ahmed., (2012) studied about the role of self-esteem and optimism in job satisfaction among teachers of private universities in Bangladesh. The teachers who had high self-esteem had high job

satisfaction and The optimism is significant and positively correlated with job satisfaction. The teachers who had high optimism had high job satisfaction.

Robert M. Klanen., and Ming Ming Chiu., (2010) studied about the effects on teachers' self-efficacy and job satisfaction. The teachers having high level of stress shows low level of job satisfaction and The teachers having high level of classroom management self efficacy and instructional strategies self efficacy shows high level of job satisfaction.

PROFESSIONAL STRESS:

Sotiria Pappa et al (2020) proposed a study for thematically analyzing interviews with eleven international doctoral students of educational sciences. This study argues for stress as a catalyst for scholarly identity negotiation and professional development when perceived positively.

Ramberg et al., (2019), study investigated if the levels of teacher reported stress, fatigue and depressed mood. The results showed negative associations between school-level teacher stress, fatigue, and depressed mood and students' school satisfaction and perceived teacher caring, even when controlling for student and school-level sociodemographic characteristics.

Hasan, A., (2014) conducted a study on professional stress of primary school teachers. The private primary school teachers had also found to be highly stressed in comparison to their government primary school teacher counterparts.

Pathak., (2015) shows significant differences in professional stress and mental health with respect to male and female primary school teachers.

Rao, JV., (2016) revealed that male and female upper primary school teachers differed significantly on overall professional stress levels. It was also found that female upper primary school teachers had more professional stress level than that of the male counterparts.

LEVERAGE TECHNOLOGY:

Serena Hicks and Devshikha Bose (2019) concludes with steps the instructor is now taking to encourage and enable other faculty to integrate technology into courses alongside pedagogy training and fieldwork evaluations.

Ahmadi (2018) discussed different attitudes which support English language learners to increase their learning skills through using technologies.

Ali Semerci., and Kemal Aydın, M., (2018) studied about examining high school teachers' attitudes towards ICT use in education. The teachers have a high level of positive attitude towards ICT use in their classes, yet there is no significant difference between teachers' ICT willingness by their gender, age, teaching experience, ICT experience, ICT skills and ICT training.

Ligang Suniya., and Lhungdim, T., (2017) conducted a study on attitude of secondary school teachers towards ICT in school of Arunachal Pradesh with reference of three selected districts. Similarly, a significant gender difference was observed in their attitudes towards ICT. However, the results further showed no significant

difference in the secondary school teachers' attitudes towards ICT in relation to race and type of school management.

TEACHING ATTITUDE:

Francisco et al., (2020) show that these teachers have a medium total attitudinal level, so the lowest attitudes have been represented by the behavioural ones, followed by the affective ones.

Sushant., and Taruna., (2014) conducted a study on attitudes of Elementary school teacher's towards professional development. The findings of the study suggest that there lies no significant difference in the attitude of Elementary School Teachers on the basis of gender, experience and educational Qualification.

Sivakumar, A., (2018) conducted a study on attitude towards teaching among school teachers in Coimbatore district. Result found that the level of attitude towards teaching among school teachers is favourable.

EMOTIONAL INTELLIGENCE:

Karen et al., (2020) study examined how EI is associated with student engagement and how EI and engagement jointly predict key learning outcomes in higher education. The results indicated that EI positively predicted all dimensions of student engagement and promoted key learning outcomes via the different dimensions of student engagement.

Della Gracia Soanes and S. M. Sungoh (2019) study is an attempt to explore the influence of Emotional Intelligence on Teacher Effectiveness of science teachers of secondary schools.

There exist a significant difference in Emotional Intelligence between male and female science teachers and female science teachers are slightly higher in Emotional Intelligence than their male counterparts.

Ponmozhi, D., and Ezhilbharathy, T., (2017) conducted a study on Emotional Intelligence of school teacher. This study reveals that the majority of teachers Emotionally Intelligence were high. There exists significant difference between sub samples related to gender, age, locality, Qualification, Major subject, Number of children and Spouse salary. Inspection of the structure coefficient suggests that gender alone is a strong indicator of emotional intelligence.

Arvind Hans., et al., (2013) conducted a study on emotional Intelligence among teachers: A case study of private educational institutions in Muscat. The Study found that the teachers of private educational institutions have high level of Emotional Intelligence. A similar study was conducted to identify the level of emotional intelligence among the teachers.

SELF EFFICACY:

Yusuf F. Zakariya (2020) proposed a study to validate and cross-validate a model of direct/indirect effects of school climate and teacher self-efficacy on job satisfaction. The results of the validated models show a strong direct impact of school climate on job satisfaction, a direct impact of teacher self-efficacy on job satisfaction and a mediating effect of teacher self-efficacy between school climate and job satisfaction.

Warren et al., (2020), research paper aims to investigate the mathematics self-efficacy of students who are non-maths specialists. It provides insight into the importance of providing multiple opportunities for students to become autonomous as they develop academic self-confidence through the mastery of maths skills.

Khurram Shahzad., and Sajida Naureen., (2017) collected the data, teacher self-efficacy questionnaire for teachers was used and to measure students' academic achievement a test was developed. Data were analyzed through Pearson Correlation and Multiple Regressions. The findings of the study revealed that teacher self-efficacy has a positive impact on the students' academic achievement.

NEED AND IMPORTANCE OF THE STUDY:

Teacher's role in transfer of knowledge and skills is important in building the nation and shaping the budding citizens of the nation. A teacher will have either pressure or pleasure but the aim of the society requires only pleasure among teachers. Professional contentment or job satisfaction of teacher is an important factor that decides class performance and productivity of schools. Also the teachers output will be a maximum if they find satisfaction in what they are doing. Hence professional contentment is an essential phenomena in every field especially in the teaching profession. One cannot reach professional contentment very easily as it requires a varieties of components or dimensions such as psychological, sociological, environmental, administrative, personnel, and professional. Similarly there is a possibility of many variables influencing over the professional contentment. Hence the study on professional contentment of a teacher and its relationship with different variables are relevant for the present context.

VARIABLES USED:

The following were the variables used for the present study.

1. DEPENDENT VARIABLE - Professional contentment
2. INDEPENDENT VARIABLES - Professional stress, Leverage Technology, Teaching Attitude, Emotional Intelligence and the Self - Efficacy.

OBJECTIVES:

The following are the objectives formulated for the present study.

1. To study the school teachers' levels of (i) Professional contentment, (ii) Professional stress, (iii) Leverage technology, (iv) Teaching attitude, (v) Emotional intelligence and the (vi) Self – efficacy.
2. To study if there is any significant difference in the school teachers' (i) Professional contentment, (ii) Professional stress, (iii) Leverage technology, (iv) Teaching attitude, (v) Emotional intelligence and the (vi) Self – efficacy between the following sub samples:
 - (1) Male and female teachers.
 - (2) Teachers working in the urban schools and rural schools.
 - (3) Teachers teaching in the tamil medium and english medium.
 - (4) Teachers working in the government and private school.
 - (5) Teachers of < 40 and > 40 years of age.

- (6) Teachers with experience up to 15 years and above 15 years.
- (7) Teachers educational qualification with B.Ed., and with M.Ed.,

HYPOTHESES:

The following are the hypotheses framed from the formulated objectives of the present study.

1. The school teachers levels of (i) Professional contentment, (ii) Professional stress, (iii) Leverage technology, (iv) Teaching attitude, (v) Emotional intelligence and the (vi) Self – efficacy are found to be low.

2. There is no significant difference in the school teachers (i) Professional contentment, (ii) Professional stress, (iii) Leverage technology, (iv) Teaching attitude, (v) Emotional intelligence and the (vi) Self – efficacy between the following sub samples:

- (1) Male and Female teachers.
- (2) Teachers working in the urban schools and rural schools.
- (3) Teachers teaching in the tamil medium and english medium.
- (4) Teachers working in the government and private school.
- (5) Teachers with age below 40 years and above 40 years.
- (6) Teachers with experience up to 15 years and above 15 years.
- (7) Teachers educational qualification with B.Ed., and with M.Ed.

III. METHOD:

Normative survey method has been used in the present investigation.

SAMPLE:

Stratified random sampling technique has been involved in collecting the data from the sample of 658 school teachers working in the higher secondary schools situated in the Cuddalore district of TamilNadu, India.

INSTRUMENTS:

The following instruments were used to collect the data from the sample of school teachers.

1. **Professional contentment Scale (JSS)** – Constructed and validated by the ¹Babu, R., (2020). This scale has 60 statements. This has as many as 30 positive and 30 negative statements.

STATEMENT NATURE	STATEMENT NUMBERS	TOTAL
POSITIVE	2, 6, 7, 9, 10, 12, 13, 18, 20, 22, 23, 25, 27, 28, 32, 34, 37, 40, 42, 45, 50, 53, 56, 58, 60, 61, 68, 71, 74 and 78	30

NEGATIVE	1, 3, 5, 8, 15, 16, 17, 24, 29, 30, 33, 36, 38, 41, 44, 46, 47, 49, 51, 54, 57, 62, 63, 64, 66, 67, 70, 72, 76 and 79	30
TOTAL		60

An individual score is the sum of all the scores of the 60 items. The score ranges from 60 to 300. The maximum score that one can get in this is 300. The levels of the professional contentment has been given as follows.

PERCENTILES	SCORE	LEVEL
P ₂₅ (156)	UPTO 156	LOW LEVEL OF PROFESSIONAL CONTENTMENT
P ₅₀ (206)	ABOVE 156 UPTO 250	AVERAGE LEVEL OF PROFESSIONAL CONTENTMENT
P ₇₅ (250)	ABOVE 250	HIGH LEVEL OF PROFESSIONAL CONTENTMENT

The professional contentment scale has construct validity as the items were selected having the 't' value of more than 1.75 (Edwards, 1957). The reliability of this scale by test – retest method is found to be 0.89. Its intrinsic validity was found to be 0.94. Also, this scale has face validity, content validity and construct validity. Thus the professional contentment scale has validity and reliability.

2. Professional stress Scale (OSS) - Constructed and validated by ²Babu, R., (2020). This scale consists of 40 statements having 20 positive and 20 negative statements.

STATEMENT NATURE	STATEMENT NUMBERS	TOTAL
POSITIVE	4, 7, 11, 12, 22, 23, 33, 43, 44, 45, 46, 48, 49, 50, 51, 52, 53, 55, 57 and 58	20

NEGATIVE	1, 5, 9, 14, 16, 18, 19, 21, 24, 26, 29, 31, 32, 35, 36, 38, 39, 41, 42 and 60	20
TOTAL		40

An individual score is the sum of all the scores of the 40 items. The score ranges from 40 to 200. The maximum score that one can get in this is 200. The levels of the professional contentment has been given as follows.

PERCENTILES	SCORE	LEVEL
P ₂₅ (87)	UPTO 87	LOW LEVEL OF PROFESSIONAL STRESS
P ₅₀ (112)	ABOVE 87 UPTO 143	AVERAGE LEVEL OF PROFESSIONAL STRESS
P ₇₅ (143)	ABOVE 143	HIGH LEVEL OF PROFESSIONAL STRESS

The professional stress scale has construct validity as the items were selected having the ‘t’ value of more than 1.75 (Edwards, 1957). The reliability of this scale by test – retest method is found to be 0.76. Its intrinsic validity was found to be 0.87. Also, this scale has face validity, content validity and construct validity. Thus the professional stress scale has validity and reliability.

3. Leverage Technology Scale (LTS) - Constructed and validated by ³Babu, R., (2020). This scale possess 70 statements of which 32 positive and 18 negative statements.

DIMENSIONS	STATEMENT NATURE	STATEMENT NUMBERS	TOTAL
KNOWLEDGE TECHNOLOGY	POSITIVE	1, 4, 20, 37, 48, 59 and 65	7
	NEGATIVE	5, 10, 13, 34, 62 and 69	6

MOTIVATION TECHNOLOGY	POSITIVE	2, 8, 9, 14, 18, 24, 27, 31, 33, 44, 47, 50 and 66	13
	NEGATIVE	6, 25, 43, 52, 55, 57 and 68	7
INFRASTRUCTURE TECHNOLOGY	POSITIVE	12, 16, 17, 21, 22, 26, 30, 39, 40, 46, 51 and 54	12
	NEGATIVE	29, 36, 42, 60 and 64	5
GRAND TOTAL			50

STATEMENT NATURE	STATEMENT NUMBERS	TOTAL
POSITIVE	1, 2, 4, 8, 9, 12, 14, 16, 17, 18, 20, 21, 22, 24, 26, 27, 30, 31, 33, 37, 39, 40, 44, 46, 47, 48, 50, 51, 54, 59, 65 and 66	32
NEGATIVE	5, 6, 10, 13, 25, 29, 34, 36, 42, 43, 52, 55, 57, 60, 62, 64, 68 and 69	18
TOTAL		50

An individual score is the sum of all the scores of the 50 items. The score ranges from 50 to 250. The maximum score that one can get in this is 250. The levels of the leveraging technology has been given as follows.

PERCENTILES	SCORE	LEVEL
P ₂₅ (92)	UPTO 92	LOW LEVEL OF LEVERAGING TECHNOLOGY

P ₅₀ (157)	ABOVE 92 UPTO 206	AVERAGE LEVEL OF LEVERAGING TECHNOLOGY
P ₇₅ (206)	ABOVE 206	HIGH LEVEL OF LEVERAGING TECHNOLOGY

The leveraging technology scale has construct validity as the items were selected having the ‘t’ value of more than 1.75 (Edwards, 1957). The reliability of this scale by test – retest method is found to be 0.78. Its intrinsic validity was found to be 0.88. Thus the leveraging technology scale has validity and reliability.

4. Teaching Attitude Scale (TAS) - Constructed and validated by ⁴Babu, R., (2020). This scale has 20 statements which constitutes 10 positive and 10 negative statements.

STATEMENT NATURE	STATEMENT NUMBERS	TOTAL
POSITIVE	2, 7, 10, 13, 17, 20, 21, 23, 24 and 26	10
NEGATIVE	1, 3, 6, 8, 11, 15, 16, 19, 27 and 29	10
TOTAL		20

An individual score is the sum of all the scores of the 20 items. The score ranges from 20 to 100. The maximum score that one can get in this is 100. The levels of the teaching attitude has been given as follows.

PERCENTILES	SCORE	LEVEL
P ₂₅ (43)	UPTO 43	UNFAVOURABLE TEACHING ATTITUDE
P ₅₀ (65)	ABOVE 43 UPTO 78	NEUTRAL TEACHING ATTITUDE
P ₇₅ (78)	ABOVE 78	FAVOURABLE TEACHING ATTITUDE

The teaching attitude scale has construct validity as the items were selected having the 't' value of more than 1.75 (Edwards, 1957). Its intrinsic validity was found to be 0.92. The reliability of this scale by test – retest method is found to be 0.85. Thus the teaching attitude scale has validity and reliability.

5. Emotional Intelligence Scale (EIS) - Constructed and validated by Shailendra Singh., (2004). This scale consists of 60 statements, all statements were positive. An individual score is the sum of all the scores of the 60 items. The score ranges from 60 to 300. The maximum score that one can get in this is 300. Higher score indicates the presence of more emotional intelligence. The reliability of the tool has been found using the test – retest method as 0.81 and its intrinsic validity was found to be 0.90. Also the scale has construct validity, content validity and face validity.

6. Self Efficacy Scale (SES) - Constructed and validated by Syed Sohail Imam., (2007). Higher score indicates the presence of more self-efficacy. The scale used in this study, in order to measure teachers' self-efficacy has construct validity.

STATISTICAL TECHNIQUES:

In order to realize the above objectives, the following statistical techniques has been used in the present investigation.

1. Descriptive analysis and
2. Differential analysis.

One of the objectives of the present investigation is to study the levels, the means, standard deviations and 't' values of the (i) Professional contentment, (ii) Professional stress, (iii) Leverage technology, (iv) Teaching attitude, (v) Emotional intelligence and the (vi) Self – efficacy scores of the entire sample of the teachers and their sub-samples are given in the Table – 1 to 12.

It may be recalled that one of the objectives of the present study is to study, if there is any significant difference in (i) Professional contentment, (ii) Professional stress, (iii) Leverage technology, (iv) Teaching attitude, (v) Emotional intelligence and the (vi) Self – efficacy in respect of the selected pairs of sub-samples of higher secondary school teachers divided on the bases of (a) sex, (b) school management, (c) medium of instruction, (d) educational qualification, (e) subject taught, (f) teaching experience and (g) age. For this purpose, it has been decided to use the test of significance after having framed the suitable null hypotheses to be tested at the 0.05 level of significance. The hypothesis has been stated as, "There is no significant difference in (i) Professional contentment, (ii) Professional stress, (iii) Leverage technology, (iv) Teaching attitude, (v) Emotional intelligence and the (vi) Self – efficacy in respect of the teachers (a) sex – male teachers and female teachers, (b) school management – Government school teachers and private school teachers, (c) medium of instruction – Tamil medium teachers and English medium teachers, (d) educational qualification – Teachers with B.Ed., degree and

with M.Ed., degree, (e) subject taught – Science subject teachers and other subject teachers, (f) teaching experience – up to 15 years and above 15 years and (g) age limit – up to 40 years and above 40 years”. The details of the calculations are given in Table 1 to 12.

TABLE.1
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL
CONTENTMENT SCORES OF THE SUB – SAMPLES

S.NO	SUB-SAMPLES	N	MEAN	SD	‘t’ VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	199.69	61.23		
2	Male teachers	407	199.69	64.25	0.01	Not Significant
	Female teachers	251	199.69	56.11		
3	Government school teachers	306	191.25	57.43	3.34	Significant
	Private school teachers	352	207.2	63.52		
4	Tamil medium teachers	317	195.53	69.63	1.66	Not Significant
	English medium teachers	341	203.56	52.02		
5	Teachers with B.Ed., degree	357	193.52	62.03	2.84	Significant
	Teachers with M.Ed., degree	301	207.01	59.53		
6	Science subject teachers	347	192.88	66.00	3.06	Significant
	Other subject teachers	311	207.29	54.53		
7	Teachers’ teaching experience up to 15 years	319	183.57	60.50	6.76	Significant
	Teachers’ teaching experience above 15 years	339	214.86	58.02		
8	Teachers’ age up to 40 years	394	193.68	60.77	3.09	Significant
	Teachers’ age above 40 years	264	208.66	60.92s		

TABLE.2
THE LEVELS OF PROFESSIONAL CONTENTMENT SCORES OF THE ENTIRE SAMPLE
AND THE SUB – SAMPLES

S.NO	ENTIRE SAMPLE AND SUB-SAMPLES	LOW		AVERAGE		HIGH	
		N	%	N	%	N	%
1	Entire sample	173	26.3	321	48.8	164	24.9
2	Male teachers	104	25.6	181	44.5	122	30.0
	Female teachers	69	27.5	140	58.8	42	16.7
3	Government school teachers	67	21.9	211	69.0	28	9.2
	Private school teachers	106	30.1	110	31.3	136	38.6
4	Tamil medium teachers	86	27.1	144	45.4	87	27.4
	English medium teachers	87	25.5	177	51.9	77	22.6
5	Teachers with B.Ed., degree	97	27.2	183	51.3	77	21.6
	Teachers with M.Ed., degree	76	25.2	138	45.8	87	28.9
6	Science subject teachers	97	28.0	145	41.8	105	30.3
	Other subject teachers	76	24.4	176	56.6	59	19.0
7	Teachers' teaching experience up to 15 years	97	30.4	145	45.5	77	24.1
	Teachers' teaching experience above 15 years	76	22.4	176	51.9	87	25.7
8	Teachers' age up to 40 years	104	26.4	182	46.2	108	27.4
	Teachers' age above 40 years	69	26.1	139	52.7	56	21.2

TABLE.3
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF PROFESSIONAL STRESS
SCORES OF THE SUB – SAMPLES

S.NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	114.15	38.91		
2	Male teachers	407	101.86	40.35	12.40	Significant
	Female teachers	251	134.07	26.25		
3	Government school teachers	306	107.44	49.36	4.00	Significant
	Private school teachers	352	119.98	25.36		
4	Tamil medium teachers	317	101.43	44.03	8.38	Significant
	English medium teachers	341	125.97	28.84		
5	Teachers with B.Ed., degree	357	120.63	37.76	4.71	Significant
	Teachers with M.Ed., degree	301	106.47	38.91		
6	Science subject teachers	347	107.12	40.21	5.01	Significant
	Other subject teachers	311	121.99	35.87		
7	Teachers' teaching experience up to 15 years	319	107.22	41.94	4.46	Significant
	Teachers' teaching experience above 15 years	339	120.66	34.63		
8	Teachers' age up to 40 years	394	116.44	35.43	1.77	Not Significant
	Teachers' age above 40 years	264	110.73	43.43		

TABLE. 4
THE LEVELS OF PROFESSIONAL STRESS SCORES OF THE ENTIRE SAMPLE AND THE
SUB – SAMPLES

S.NO	ENTIRE SAMPLE AND SUB-SAMPLES	LOW		AVERAGE		HIGH	
		N	%	N	%	N	%
1	Entire sample	181	27.5	350	53.2	127	19.3
2	Male teachers	181	44.5	178	43.7	48	11.8
	Female teachers	0	0	172	68.7	79	31.5
3	Government school teachers	144	47.1	84	27.5	78	25.5
	Private school teachers	37	10.5	266	75.6	49	13.9
4	Tamil medium teachers	144	45.4	125	39.4	48	15.1
	English medium teachers	37	10.9	225	66.0	30	10.0
5	Teachers with B.Ed., degree	109	30.5	151	42.3	97	27.2
	Teachers with M.Ed., degree	72	23.9	199	66.1	30	10.0
6	Science subject teachers	145	41.8	142	40.9	60	17.3
	Other subject teachers	36	11.6	208	66.9	67	21.5
7	Teachers' teaching experience up to 15 years	145	45.5	114	35.7	60	18.8
	Teachers' teaching experience above 15 years	36	10.6	136	69.6	67	19.8
8	Teachers' age up to 40 years	109	27.7	200	50.8	85	21.6
	Teachers' age above 40 years	72	27.3	150	56.87	42	15.9

TABLE.5
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF LEVERAGE
TECHNOLOGY SCORES OF THE SUB – SAMPLES

S.NO	SUB-SAMPLES	N	MEAN	SD	‘t’ VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	153.33	59.76		
2	Male teachers	407	157.57	67.71	2.57	Significant
	Female teachers	251	146.47	43.14		
3	Government school teachers	306	172.15	61.84	7.78	Significant
	Private school teachers	352	136.97	52.76		
4	Tamil medium teachers	317	143.20	72.32	4.17	Significant
	English medium teachers	341	162.75	43.07		
5	Teachers with B.Ed., degree	357	179.13	43.93	13.28	Significant
	Teachers with M.Ed., degree	301	122.73	61.64		
6	Science subject teachers	347	175.08	52.41	10.61	Significant
	Other subject teachers	311	129.07	58.16		
7	Teachers’ teaching experience up to 15 years	319	182.63	47.74	13.93	Significant
	Teachers’ teaching experience above 15 years	339	125.76	56.78		
8	Teachers’ age up to 40 years	394	161.69	54.74	4.30	Significant
	Teachers’ age above 40 years	264	140.86	64.67		

TABLE.6
THE LEVELS OF LEVERAGE TECHNOLOGY SCORES OF THE ENTIRE SAMPLE AND
THE SUB – SAMPLES

S.NO	ENTIRE SAMPLE AND SUB-SAMPLES	LOW		AVERAGE		HIGH	
		N	%	N	%	N	%
1	Entire sample	175	26.6	338	51.4	145	22.0
2	Male teachers	188	29.0	144	35.4	145	35.6
	Female teachers	57	22.77	194	77.3	0	0
3	Government school teachers	59	19.3	139	45.4	108	35.37
	Private school teachers	116	33.0	199	56.5	37	10.5
4	Tamil medium teachers	137	43.2	72	22.7	108	34.1
	English medium teachers	38	11.1	266	78.0	37	10.9
5	Teachers with B.Ed., degree	12	3.4	236	66.1	109	30.5
	Teachers with M.Ed., degree	163	54.2	102	33.9	36	12.0
6	Science subject teachers	40	11.5	162	46.7	145	41.8
	Other subject teachers	136	43.4	176	56.6	0	0
7	Teachers' teaching experience up to 15 years	12	3.8	162	50.8	145	45.5
	Teachers' teaching experience above 15 years	163	48.1	176	51.9	0	0
8	Teachers' age up to 40 years	50	12.7	135	59.6	109	27.7
	Teachers' age above 40 years	125	47.3	103	39.0	36	13.9

TABLE.7
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF TEACHING ATTITUDE
SCORES OF THE SUB – SAMPLES

S.NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	62.61	22.05		
2	Male teachers	407	64.87	20.81	3.27	Significant
	Female teachers	251	58.95	23.52		
3	Government school teachers	306	63.82	21.21	1.32	Not Significant
	Private school teachers	352	61.56	22.74		
4	Tamil medium teachers	317	160.52	21.56	2.36	Significant
	English medium teachers	341	64.56	22.36		
5	Teachers with B.Ed., degree	357	64.50	24.81	2.46	Significant
	Teachers with M.Ed., degree	301	60.37	18.04		
6	Science subject teachers	347	65.42	20.53	3.47	Significant
	Other subject teachers	311	59.48	23.28		
7	Teachers' teaching experience up to 15 years	319	66.07	21.29	3.94	Significant
	Teachers' teaching experience above 15 years	339	59.36	22.30		
8	Teachers' age up to 40 years	394	58.27	24.08	6.80	Significant
	Teachers' age above 40 years	264	69.09	16.66		

TABLE.8
THE LEVELS OF TEACHING ATTITUDE SCORES OF THE ENTIRE SAMPLE AND THE
SUB – SAMPLES

S.NO	ENTIRE SAMPLE AND SUB-SAMPLES	LOW		AVERAGE		HIGH	
		N	%	N	%	N	%
1	Entire sample	177	26.9	333	50.6	148	22.5
2	Male teachers	79	19.4	255	62.7	73	17.9
	Female teachers	98	39.0	78	31.1	75	29.9
3	Government school teachers	78	25.5	155	50.7	73	23.9
	Private school teachers	99	28.1	178	50.6	75	21.3
4	Tamil medium teachers	79	24.9	183	57.7	55	17.4
	English medium teachers	98	28.7	150	44.0	93	27.3
5	Teachers with B.Ed., degree	97	27.2	150	42.0	110	30.8
	Teachers with M.Ed., degree	80	26.6	183	60.8	38	12.6
6	Science subject teachers	60	17.3	214	61.7	73	21.0
	Other subject teachers	117	37.6	119	38.3	75	24.1
7	Teachers' teaching experience up to 15 years	60	81.8	186	58.3	73	22.9
	Teachers' teaching experience above 15 years	117	34.5	147	43.4	75	22.1
8	Teachers' age up to 40 years	147	37.3	174	44.2	73	18.5
	Teachers' age above 40 years	30	11.4	159	60.2	75	28.4

TABLE.9
THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF EMOTIONAL
INTELLIGENCE SCORES OF THE SUB – SAMPLES

S.NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	200.00	60.60		
2	Male teachers	407	201.33	63.72	0.74	Not Significant
	Female teachers	251	197.84	55.22		
3	Government school teachers	306	192.66	57.46	2.92	Significant
	Private school teachers	352	106.98	62.59		
4	Tamil medium teachers	317	197.28	69.65	1.09	Not Significant
	English medium teachers	341	102.53	50.73		
5	Teachers with B.Ed., degree	357	194.10	59.59	2.72	Significant
	Teachers with M.Ed., degree	301	107.00	61.14		
6	Science subject teachers	347	193.19	63.42	3.08	Significant
	Other subject teachers	311	107.59	56.43		
7	Teachers' teaching experience up to 15 years	319	184.34	58.33	6.63	Significant
	Teachers' teaching experience above 15 years	339	214.73	59.06		
8	Teachers' age up to 40 years	394	193.84	60.18	3.20	Significant
	Teachers' age above 40 years	264	209.20	60.18		

TABLE.10
THE LEVELS OF EMOTIONAL INTELLIGENCE SCORES OF THE ENTIRE SAMPLE
AND THE SUB – SAMPLES

S.NO	ENTIRE SAMPLE AND SUB-SAMPLES	LOW		AVERAGE		HIGH	
		N	%	N	%	N	%
1	Entire sample	172	26.1	322	48.9	164	25.0
2	Male teachers	67	16.5	218	53.6	122	30.0
	Female teachers	105	41.8	104	41.4	42	16.7
3	Government school teachers	67	21.9	211	69.0	28	9.2
	Private school teachers	105	29.8	111	31.5	136	38.6
4	Tamil medium teachers	86	27.1	144	45.4	87	27.4
	English medium teachers	86	25.21	178	52.2	77	22.6
5	Teachers with B.Ed., degree	60	16.8	220	61.6	77	21.6
	Teachers with M.Ed., degree	112	37.2	102	33.9	87	28.9
6	Science subject teachers	60	17.37	182	52.4	105	30.3
	Other subject teachers	112	36.01	140	45.0	59	19.0
7	Teachers' teaching experience up to 15 years	60	18.8	182	57.1	77	24.1
	Teachers' teaching experience above 15 years	112	33.01	140	41.3	87	25.7
8	Teachers' age up to 40 years	103	26.17	183	46.4	108	27.4
	Teachers' age above 40 years	69	26.1	139	52.7	56	21.2

TABLE.11

**THE SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF SELF EFFICACY SCORES
 OF THE SUB – SAMPLES**

S.NO	SUB-SAMPLES	N	MEAN	SD	't' VALUE	LEVEL OF SIGNIFICANCE
1	Entire sample	658	53.85	19.63		
2	Male teachers	407	16.13	17.49	11.24	Significant
	Female teachers	251	43.68	18.65		
3	Government school teachers	306	58.49	20.03	5.75	Significant
	Private school teachers	352	49.83	18.38		
4	Tamil medium teachers	317	64.88	17.19	16.45	Significant
	English medium teachers	341	43.60	15.85		
5	Teachers with B.Ed., degree	357	48.77	13.31	7.20	Significant
	Teachers with M.Ed., degree	301	59.88	23.80		
6	Science subject teachers	347	52.91	15.58	1.27	Not Significant
	Other subject teachers	311	54.19	23.32		
7	Teachers' teaching experience up to 15 years	319	53.87	15.90	0.02	Not Significant
	Teachers' teaching experience above 15 years	339	53.84	22.61		
8	Teachers' age up to 40 years	394	48.56	16.86	8.58	Significant
	Teachers' age above 40 years	264	61.76	20.82		

TABLE.12

THE LEVELS OF SELF EFFICACY SCORES OF THE ENTIRE SAMPLE AND THE SUB – SAMPLES

S.NO	ENTIRE SAMPLE AND SUB-SAMPLES	LOW		AVERAGE		HIGH	
		N	%	N	%	N	%
1	Entire sample	195	29.6	344	52.3	119	18.1
2	Male teachers	61	15.0	246	60.4	100	24.6
	Female teachers	134	53.4	98	39.0	19	7.6
3	Government school teachers	91	29.7	115	37.6	100	32.7
	Private school teachers	104	29.5	229	65.1	19	5.4
4	Tamil medium teachers	24	7.6	193	60.9	100	31.5
	English medium teachers	171	50.17	151	44.3	101	5.6
5	Teachers with B.Ed., degree	110	30.8	247	69.2	0	0
	Teachers with M.Ed., degree	85	28.2	97	32.2	119	39.5
6	Science subject teachers	73	21.0	238	68.6	36	10.4
	Other subject teachers	122	39.2	106	34.1	89	26.7
7	Teachers' teaching experience up to 15 years	73	22.91	210	65.8	36	11.3
	Teachers' teaching experience above 15 years	122	36.0	134	39.5	83	24.5
8	Teachers' age up to 40 years	128	32.5	266	67.5	0	0
	Teachers' age above 40 years	67	25.4	78	29.5	119	45.1

IV. FINDINGS:

The following are the important findings of the present investigation.

1. The male and female teachers shows no significant difference in respect of their professional contentment.

2. The Government school teachers and private school teachers show significant difference in respect of their professional contentment. Moreover the private school teachers are found to be better than their Government school teachers in respect of their professional contentment.

3. The Tamil medium teachers and English medium teachers show no significant difference in respect of their professional contentment.

4. The teachers with B.Ed., degree and teachers with M.Ed., degree show a significant difference in respect of their professional contentment. Moreover the teachers with M.Ed., degree are found to be better than their teachers without M.Ed., degree in respect of their professional contentment.

5. The science teachers and other subject teachers show a significant difference in respect of their professional contentment. Moreover the other subject teachers are found to be better than their science teachers in respect of their professional contentment.

6. The teachers having the teaching experience up to 15 years and teachers having the teaching experience above 15 years show a significant difference in respect of their professional contentment. Moreover the teachers having the teaching experience above 15 years are found to be better than their teachers having the teaching experience up to 15 years in respect of their professional contentment.

7. The teachers of age limit up to 40 years and teachers of age limit above 40 years show a significant difference in respect of their professional contentment. Moreover the teachers of age limit above 40 years are found to be better than their teachers of age limit above 40 years in respect of their professional contentment. Thus there is a evidence in this study to show that the age limit of the teachers can cause significant difference in respect of their professional contentment.

8. Among the entire sample of teachers, only 48.8% of them have average level of professional contentment, 24.9% of them have high level of professional contentment and as much as 26.3% of them have low level of professional contentment. This trend is seen in respect of the sub-samples, too. This finding reveals that majority of the teachers belong to the average level of professional contentment.

9. The male and female teachers show no significant difference in respect of their professional stress.

10. The Government school teachers and private school teachers show a significant difference in respect of their professional stress. Moreover the private school teachers are found to be better than their Government school teachers in respect of their professional stress.

11. The Tamil medium teachers and English medium teachers show no significant difference in respect of their professional stress.

12. The teachers with B.Ed., degree and teachers with M.Ed., degree show a significant difference in respect of their professional stress. Moreover the teachers with M.Ed., degree are found to be better than their teachers with B.Ed., degree in respect of their professional stress.

13. The science teachers and other subject teachers show a significant difference in respect of their professional stress. Moreover the other subject teachers are found to be better than their science teachers in respect of their professional stress.

14. The teaching experience up to 15 years and teachers having the teaching experience above 15 years show a significant difference in respect of their professional stress. Moreover the teachers having the teaching experience above 15 years are found to be better than their teachers having the teaching experience up to 15 years in respect of their professional stress.

15. The teachers of age limit upto 40 years and teachers of age limit above 40 years show a significant difference in respect of their professional stress. Moreover the teachers of age limit above 40 years are found to be better than their teachers of age limit above 40 years in respect of their professional stress.

16. Among the entire sample of teachers, only 53.2% of them have average level of professional stress, 19.3% of them have high level of professional stress and as much as 27.5% of them have low level of professional stress. This trend is seen in respect of the sub-samples, too. This finding reveals that majority of the teachers belong to the average level of professional stress.

17. The male and female teachers show no significant difference in respect of their leverage technology.

18. The Government school teachers and private school teachers show a significant difference in respect of their leverage technology. Moreover the private school teachers are found to be better than their Government school teachers in respect of their leverage technology.

19. The Tamil medium teachers and English medium teachers show no significant difference in respect of their leverage technology.

20. The teachers with B.Ed., degree and teachers with M.Ed., degree show a significant difference in respect of their leverage technology. Moreover the teachers with M.Ed., degree are found to be better than their teachers with B.Ed., degree in respect of their leverage technology.

21. The science teachers and other subject teachers show a significant. Moreover the other subject teachers are found to be better than their science teachers in respect of their leverage technology.

22. The teachers having the teaching experience up to 15 years and teachers having the teaching experience above 15 years show a significant difference in respect of their leverage technology. Moreover the teachers having the teaching experience above 15 years are found to be better than their teachers having the teaching experience up to 15 years in respect of their leverage technology.

23. The teachers of age limit up to 40 years and teachers of age limit above 40 years show a significant difference in respect of their leverage technology. Moreover the teachers of age limit above 40 years are found to be better than their teachers of age limit above 40 years in respect of their leverage technology.

24. Among the entire sample of teachers, only 51.4% of them have average level of leverage technology, 22% of them have high level of professional contentment and as much as 26.6% of them have low

level of leverage technology. This trend is seen in respect of the sub-samples, too. This finding reveals that majority of the teachers belong to the average level of leverage technology.

25. The male and female teachers show no significant difference in respect of their teaching attitude.

26. The Government school teachers and private school teachers show a significant difference in respect of their teaching attitude. Moreover the private school teachers are found to be better than their Government school teachers in respect of their teaching attitude.

27. The Tamil medium teachers and English medium teachers show no significant difference in respect of their teaching attitude.

28. The teachers with B.Ed., degree and teachers with M.Ed., degree show a significant difference in respect of their teaching attitude. Moreover the teachers with M.Ed., degree are found to be better than their teachers with B.Ed., degree in respect of their teaching attitude.

29. The science teachers and other subject teachers show a significant difference in respect of their teaching attitude. Moreover the other subject teachers are found to be better than their science teachers in respect of their teaching attitude.

30. The teachers having the teaching experience up to 15 years and teachers having the teaching experience above 15 years show a significant difference in respect of their teaching attitude. Moreover the teachers having the teaching experience above 15 years are found to be better than their teachers having the teaching experience up to 15 years in respect of their teaching attitude.

31. The teachers of age limit up to 40 years and teachers of age limit above 40 years show a significant difference in respect of their teaching attitude. Moreover the teachers of age limit above 40 years are found to be better than their teachers of age limit above 40 years in respect of their teaching attitude.

32. Among the entire sample of teachers, only 50.6% of them have average level of teaching attitude, 22.5% of them have high level of teaching attitude and as much as 26.9% of them have low level of teaching attitude. This trend is seen in respect of the sub-samples, too. This finding reveals that majority of the teachers belong to the average level of professional contentment.

33. The male and female teachers show no significant difference in respect of their emotional intelligence.

34. The Government school teachers and private school teachers show a significant difference in respect of their emotional intelligence. Moreover the private school teachers are found to be better than their Government school teachers in respect of their emotional intelligence. Thus there is a evidence in this study to show that the gender of the teachers can cause significant difference in respect of their emotional intelligence.

35. The Tamil medium teachers and English medium teachers show no significant difference in respect of their emotional intelligence.

36. The teachers with B.Ed., degree and teachers with M.Ed., degree show a significant. Moreover the teachers with M.Ed., degree are found to be better than their teachers with B.Ed., degree in respect of their

emotional intelligence. Thus there is a evidence in this study to show that the qualification of the teachers can cause significant difference in respect of their emotional intelligence.

37. The science teachers and other subject teachers show a significant difference in respect of their emotional intelligence. Moreover the other subject teachers are found to be better than their science teachers in respect of their emotional intelligence. Thus there is a evidence in this study to show that the subject taught by the teachers can cause significant difference in respect of their emotional intelligence.

38. The teachers having the teaching experience upto 15 years and teachers having the teaching experience above 15 years show a significant difference in respect of their emotional intelligence. Moreover the teachers having the teaching experience above 15 years are found to be better than their teachers having the teaching experience upto 15 years in respect of their emotional intelligence. Thus there is a evidence in this study to show that the teaching experience of the teachers can cause significant difference in respect of their emotional intelligence.

39. The teachers of age limit up to 40 years and teachers of age limit above 40 years show a significant difference in respect of their emotional intelligence. Moreover the teachers of age limit above 40 years are found to be better than their teachers of age limit above 40 years in respect of their emotional intelligence. Thus there is an evidence in this study to show that the age limit of the teachers can cause significant difference in respect of their emotional intelligence.

40. Among the entire sample of teachers, only 48.9% of them have average level of emotional intelligence, 25.0% of them have high level of emotional intelligence and as much as 26.1% of them have low level of emotional intelligence. This trend is seen in respect of the sub-samples, too. This finding reveals that majority of the teachers belong to the average level of emotional intelligence.

41. The male and female teachers show no significant difference in respect of their self efficacy.

42. The Government school teachers and private school teachers show a significant difference in respect of their self efficacy. Moreover the private school teachers are found to be better than their Government school teachers in respect of their self efficacy. Thus there is a evidence in this study to show that the gender of the teachers can cause significant difference in respect of their self efficacy.

43. The Tamil medium teachers and English medium teachers show no significant difference in respect of their self efficacy.

44. The teachers with B.Ed., degree and teachers with M.Ed., degree show a significant difference in respect of their self efficacy. Moreover the teachers with M.Ed., degree are found to be better than their teachers with B.Ed., degree in respect of their self efficacy. Thus there is a evidence in this study to show that the qualification of the teachers can cause significant difference in respect of their self efficacy.

45. The science teachers and other subject teachers show a significant difference in respect of their self efficacy. Moreover the other subject teachers are found to be better than their science teachers in respect of their self efficacy. Thus there is a evidence in this study to show that the subject taught by the teachers can cause significant difference in respect of their self efficacy.

46. The teachers having the teaching experience up to 15 years and teachers having the teaching experience above 15 years show a significant. Moreover the teachers having the teaching experience above 15 years are found to be better than their teachers having the teaching experience up to 15 years in respect of their self efficacy. Thus there is a evidence in this study to show that the teaching experience of the teachers can cause significant difference in respect of their self efficacy.

47. The teachers of age limit up to 40 years and teachers of age limit above 40 years show a significant difference in respect of their self efficacy. Moreover the teachers of age limit above 40 years are found to be better than their teachers of age limit above 40 years in respect of their self efficacy. Thus there is a evidence in this study to show that the age limit of the teachers can cause significant difference in respect of their self efficacy.

48. Among the entire sample of teachers, only 52.3% of them have average level of self-efficacy, 18.1% of them have high level of self efficacy and as much as 29.6% of them have low level of self efficacy. This trend is seen in respect of the sub-samples, too (Vide: Table-12). This finding reveals that majority of the teachers belong to the average level of self-efficacy.

V. CONCLUSION:

This research work is conducted to study the professional contentment of teachers and its influences on different variables. The objectives are articulated in a systematic and regular manner. The hypotheses are formulated in a routine way. To realize the objectives and testing of hypotheses stratified random sampling is employed to collect the data. Descriptive analysis and Differential analysis are implemented to determine the significances of professional contentment with respect to different demographic variables such as gender, type of school, medium of instruction, subject of specialization, qualification, experience and age and also the independent variables such as professional stress, leverage technology, teaching attitude, emotional intelligence and self-efficacy in Cuddalore district, TamilNadu, State. The results of the research reveals that the dependant variable professional contentment of the entire sample show average level. All the independent variables have also show the average level as result from the calculations of data and interpretations. Further it is also observed that the demographic variables have shown significance as well as not significance. The study reveals that the teachers selected for the present investigation have expressed neither high professional contentment nor low but they expressed an average. This indicates that the school teachers are neither pressurized nor pleased with their profession but expressed moderate professional contentment.

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