Discussion & Interpretation
Any research literature on methodology and interpretation of results strictly cautions the researcher to interpret and explain the findings within the framework of objectives and hypotheses. In this way there is no place in scientific research for generalizations of research findings which go beyond the objectives under operation. The present investigation has profusely drawn instructions from her research report for the development of present discussion.

Discussion and interpretation of research observations is the central objective of any study under investigation. In the present study the investigator organized the data in the order of objectives which have been presented in the form of hypotheses. The present investigator has brought some important points to light for the purpose of discussion as under:-

For the measurement of Personality Profiles, Teacher Morale, Job Satisfaction and Attitudes of Science/Arts Higher Secondary School Teachers, Rural/urban Higher secondary School Teachers, on Catell 16 Personality Factor Questionnaire (Form A), and K. Venugopala Roa and D.B.Roa (1999), S.P Anand’s Job Satisfaction Inventory (1972) and S.P. Ahluwalias (1974) Teacher attitude Inventory respectively were employed and the data shown in table 20 to 31 and figures 03 to 14 in Chapter IV is analyzed and discussed under:-

**Comparison between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers (N = 230 on each) on Personality Profiles.**

It is obvious from the table 20 on factor ‘A’ ‘Cool vs. Warm’ or ‘Reserved vs. Outgoing’; the mean of Science Higher Secondary School Teachers (6.94) is slightly higher than the Arts Higher Secondary School Teachers (6.86) which is not statistically significant. So no decisive decision can be made about the factor ‘A’. 
On factor ‘B’ ‘Low Intelligence vs. More Intelligence’ or ‘Concrete thinking vs. Abstract thinking’, the table 20 depicts that the mean of Arts Higher Secondary School Teachers (6.26) is slightly higher than the mean score of Science Higher Secondary School Teachers (6.00) which does not show any statistical significance, so no decisive decision can be on factor ‘B’.

The table 20 on factor ‘C’ ‘Emotionally less stable vs. Emotional Stable’ depicts that mean difference (0.05) between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers, which is not statistically significant.

On factor ‘E’ ‘Submissive vs. Dominant’, it is evident that the mean of Arts Higher Secondary School Teachers (8.20) is slightly better than mean score of Science Higher Secondary School Teachers (7.56) which shows significant difference at 0.05 level. Arts Higher Secondary School Teachers are submissive, humble, mild and easily ‘led’. They are accommodating whereas Science Higher Secondary School Teachers are dominant, assertive and stubborn. The result seems to be justified on the grounds that science higher secondary teachers are busy with experimentation and exploration. With this background they develop superiority complex. On the other hand Arts Higher Secondary School Teachers deal with humanities (poetry, prose, aesthetics and values etc.). With these activities they become humble, submissive and mild.

On factor ‘F’ ‘Sober vs. Enthusiastic’, from table 20, it is clear that the mean of Science Higher Secondary School Teachers (7.87) is slightly higher than the mean score of Arts Higher Secondary Teachers (7.74). The results obtained by ‘t’ value are not statistically significant. No decisive decision can be made as two groups do not differ significantly from each other.

On factor ‘G’ ‘Expedient vs. Conscientious’ or ‘Weaker Superego Strength vs. Stronger Superego Strength’ from table 20, it is clear that the mean of Science Higher Secondary Teachers (7.43) is slightly higher than the mean score of Arts Higher Secondary School Teachers (7.11). The results obtained by ‘t’ value
shows statistical significance at 0.01 level. Science Higher Secondary School Teachers are conscientious, confirming and staid whereas Arts Higher Secondary School Teachers are expedient and self-indulgent. The result seems to be justified on the grounds that Science Higher Secondary School Teachers deals mostly with practical work and they try to get accurate results in laboratories. With the result they are conscientious and confirming. Whereas Arts Higher Secondary School Teachers are using any of the method of teaching which suits to their subject. Their subject is not confined to practicals only; they have taste for beauty and aesthetics. They are giving time in teaching a given body of material besides developing practical ability in their student. This can be the reason that arts higher secondary school teachers are expedient and self indulgent.

From table 20, it becomes obvious that on factor ‘H ‘Shy vs. Bold’, the mean of Arts Higher Secondary School Teachers (9.09) is slightly better than the mean of Science Higher Secondary School Teachers (8.85). The result obtained by ‘t’ value is not statistically significant. So no decisive decision can be made about the factor ‘H’.

The table 20 depicts that the mean difference between Arts Higher Secondary School Teachers and Science Higher Secondary School Teachers is (2.78) on factor ‘I’ ‘tough minded’ vs. ‘tender minded’. This mean difference between two groups is statistically significant at 0.01 level. Arts Higher Secondary School Teachers are tender minded, sensitive, over-protected, intuitive and refined whereas Science Higher Secondary School Teachers are tough minded, self reliant and rough realistic. The result seems to be justified on the grounds that arts transcends historical and cultural features and is concerned with aesthetics. Arts have beauty and a good taste. With these reasons arts higher secondary teachers are tender minded, sensitive and refined whereas science subject is very systematic. When people perform scientific investigations the purpose or goal is to find an answer to something in a very planned out and specific way using the scientific method. Further, science deals with observation
and experimentation. This may be the reason science higher secondary school teachers are self reliant and tough minded.

The perusal of table 20 reflects that on factor ‘L’ trusting vs. suspicious, the mean of Arts Higher Secondary School Teachers (6.96) is slightly higher than the mean score of Science Higher Secondary Teachers (6.37). The results obtained by ‘t’ value is statistically significant at 0.01 level. Arts Higher Secondary School Teachers are suspicious, hard to fool and skeptical Whereas Science Higher Secondary School Teachers accept conditions and easy to get on with. The results seem to be justified on the grounds that scientific objectivity is characteristics of scientific methods and results. The science is not influenced by particular perspectives, values, commitments, or personal interests. The science accepts accurate results. With this reason science higher secondary school teachers develop accepting attitude. On the other hand arts subject is influenced by perspectives values, aesthetics. They perceive the world in their own way. That is why they seem to be hard to fool. Secondly, arts subject seems to have chance of subjectivity even the conclusions that gained in the arts subject is not so much objective. They may not get easily convinced by the results. That is why they might have been skeptical.

On factor ‘M’ ‘ practical vs. imaginative’, the table depicts that the mean of Arts Higher Secondary School Teachers (8.07) is slightly higher than the mean score of Science Higher Secondary School Teachers (7.28) is statistically significant at 0.01 level. Arts Higher Secondary School Teachers are imaginative and absorbed in thought whereas Science Higher Secondary School Teachers are practical and are steady. The results seem to be justified on the basis that Arts teacher has to give their own views and ideas related to any topic. They also like imagination and abstract ideas; they are beauty loving and aesthetics. Even they teach prose, poetry and philosophy which can be the reason of their imaginative character but science teachers are practical, conscientious and teach objectivity. Teachers need more objective results. Mostly science subject is based on
experimentations and practical which has greater impact on the personality of the individual. So science teachers are practical.

On factor ‘N’ ‘Forthright vs. Shrewd’, the table depicts that the mean of Arts Higher Secondary School Teachers (7.83) is decidedly higher than the mean score of Science Higher Secondary School Teachers (6.90). Statistically the mean difference is significant at 0.01 level. The results confirm that Arts Higher Secondary School Teachers are polished, socially aware and calculating. On the other side Science Higher Secondary School Teachers are forthright, open and artless. They are uncomplicated and unvarnished in their approach to people. The results seems to be justified on the grounds that arts teachers teach and have studied sociology, history, literature, language, moral philosophy etc. which may have impact on the personality of the teachers, and they may get time to involve themselves in the social gatherings that is why arts teachers are socially aware and polished. On the other hand science teachers mostly deal with scientific facts and may be confined with the experimentation. With this reason they are artless. Further, science teachers are busy with exploration and invention which makes them open.

From table 20 it becomes clear that factor ‘O’ ‘self assured vs. apprehensive’, the mean of Arts Higher Secondary School Teachers (8.70) which is slightly higher than the mean of Science Higher Secondary Teachers (8.56) which does not shows statistical significance, so no decisive decision can be made on the said factor.

On factor ‘Q1’ Conservative vs. Experimenting, it is evident that the mean of Science Higher Secondary School Teachers (6.99) is slightly better than mean score of Arts Higher Secondary School Teachers (6.29) which shows significant difference at 0.01 level. Science Higher Secondary School Teachers are experimenting, liberal, critical. On the other hand Arts Higher Secondary School Teachers are conservative, respecting traditional ideas. The result seems to be in expected direction that every subject has impact on the personality of the
individual as Arts Higher Secondary School Teachers study literature, sociology, values, poetry, history. So they have taste for traditional ideas. In fact arts teachers may get time for social interaction with this result they seem to respect traditional ideas. Arts higher secondary school teachers teach such subjects which transcend culture and history to the students. But science higher secondary school teachers remain busy in labs with experimentation, technology and new innovations. They get accurate results. With this reason they wish everything to be accurate. If they found something lacks accuracy they may automatically start criticizing.

From table 20, it becomes clear that on factor ‘Q2’ group oriented vs. self assured, the mean of Science Higher Secondary School Teachers (7.11) is slightly higher than the mean score of Arts Higher Secondary School Teachers (6.33). The results obtained by ‘t’ value is statistically significant at 0.01 level. Results confirm that Science Higher Secondary School Teachers are self sufficient, resourceful and prefers own decisions. Whereas Arts Higher Secondary School Teachers are group oriented, joiner and sound follower and listens to others. The result seems to be justified on the basis that science subject accept result when it is 100% accurate till that time they are continually working on it. With this background may usually follow their own decisions. On the other hand arts subject can change on the ideas of one author to another author and even teachers try to listen others view points as they deal with the social science, behavioural sciences and humanities etc. with this background arts higher secondary school teachers listens others and follows others view points.

On factor ‘Q3’ undisciplined vs. disciplined, the table depicts that the mean of Arts Higher Secondary School Teachers(7.47) is slightly higher than the mean score of Science Higher Secondary School Teachers (7.24) which is not statistically significant, so no decisive decision can be made about the factor ‘Q3’.
On factor ‘Q4’ Relaxed vs. Tense, the table 20 depicts that the mean of Science Higher Secondary School Teachers (8.92) is slightly higher than the mean score of Arts Higher Secondary School Teachers (8.75) which is not statistically significant, so no decisive decision can be made about the factor ‘Q4’.

The results of the present study depicted in table 20 are further substantiated by figure 03 where lines run close to each other showing no significant difference on Factor A, B, C, F, H, O, Q3 & Q4. But there is some difference between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers on Factor E, G, I, L, M, N, Q1 & Q2.

Comparison between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers (N = 230 on each) on composite scores of Teacher Morale.

The perusal of Table 21 makes it clear that the mean score of Science Higher Secondary School Teachers (251.62) is almost similar to the mean score of Arts Higher Secondary School Teachers (251.15). The difference between their morale is not statistically significant. This justifies that Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers are on the same platform so far as their morale on composite score is concerned.

The results of table 21 have been further substantiated by the figure 04 where figure does not show a difference of teacher morale between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers. The results facilitate us to understand that as the morale of Science Higher Secondary School Teachers is not so high than the Science Higher Secondary School Teachers. Therefore, no decisive decision can be taken about their teacher morale.
Comparison between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers (N = 230 on each) on Teacher Morale (Factor wise).

The perusal of Table 22 makes it clear that ‘t’ value on factors 01 (Personality Factors), 02 (Professional Aspiration), 03(Professional Skill), 04(School Facilities), 07(Environmental Impact) are 0.80, 0.51, 1.07, 1.73 and 0.34 respectively. In these factors no significant difference was found. The table indicates that Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers are on the same platform so far as their morale on factors 1, 2, 3, 4&7 are concerned. However on factors 5(School Administration) & 6 (Educational Administration) of teacher morale significant difference was found between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers.

On factor 5 (School Administration) the mean of Arts Higher Secondary School Teachers (38.78) is greater than mean scores of Science Higher Secondary School Teachers (36.39). The obtained t-value on said factor is (4.50) which is greater than the table ‘t’ value at 0.01 level. This means that Arts Higher Secondary School Teachers have better School administration than the Science Higher Secondary School Teachers. Arts Higher Secondary School Teachers have reported that they have team spirit among school staff. They cooperate with the non teaching staff in their work. They reported that principal gives proper recognition to the good work done by the staff. The principal guides them to understand the importance of avoiding errors. Science Higher Secondary School Teachers have reported that their school managing body does not keep in touch with all the school activities. Their principal does not provide constructive guidance to the school staff and pupils. They do not involve actively in the preparation of institutional plan. The result seems to be justified on the grounds that Science Higher Secondary School Teachers need more support on the part of administration for performing various activities in the school. They need proper laboratory and equipments for performing experimentations but in most
of the higher secondary schools labs are not well equipped and technical assistants are not given training from time to time. With this reason they are not able to perform their work properly and even they feel that their school managing bodies do not keep in touch with all the school activities. Arts higher secondary school teacher have humanities as one of their subject at undergraduate and post graduate level. With this result they developed literal values which help them to have good relation with staff, principal and involve themselves properly in school administration. While as science higher secondary school teachers are mostly concerned with scientific facts and experimentation in the laboratories and they have less time for literal values and human relation. With this result their temperament has been made as per their subject. That is why they are never ready to take part in planning the activities in their institution.

On factor 6 (educational administration) the mean score of Science Higher Secondary School Teachers (21.97) is higher than the mean score of Arts Higher Secondary School Teachers (20.57). The difference between their morale on educational administration is statistically significant at 0.01 level. Science Higher Secondary School Teachers have reported that they explain to the pupils the need for the rules and regulations issued by the state. They further reported that they help gifted pupils as well as slow learners in the class. Further, Arts Higher Secondary School Teachers have reported school administration do not cooperate with them to involve the students in matters of fixing holidays, dates of examination, public examination etc. The result seems to be justified on the basis that as educational administration is the task of both policy planners and teachers. But unfortunately while planning or designing any rule they are not giving proper opportunity to the teachers who are working at gross root level. But whenever they give any opportunity to the teachers they especially provide chance to science teachers. With the result Arts teachers are very much disgusted with the planning and policy making and later on it creates inferiority complex among them. Secondly, state government or department of education is
organizing science clubs, science competitions, science exhibitions, science
tours etc. as less consideration is given to organize such activities in arts subject.

The results of tables 22 are further substantiated by the figure 05 where lines run
close to each other showing no significant difference. Therefore, no decisive
decision can be taken about factors 1 (Personality Factors), 2 (Professional
Aspiration), 3(Professional Skill), 4(School Facilities), 7(Environmental
Impact). However, on factor 5 (School Administration), and factor 6
(Educational Administration) lines are apart from each other. But on factors
5(School Administration) & 6 (Educational Administration) of teacher morale
significant difference was found between Science Higher Secondary School
Teachers and Arts Higher Secondary School Teachers.

Comparison between Science Higher Secondary School Teachers and Arts
Higher Secondary School Teachers (N = 230 on each) Job Satisfaction.

The perusal of Table 23 makes it clear that the mean score of Science Higher
Secondary School Teachers (91.45) is almost similar to the mean score of Arts
Higher Secondary School Teachers (91.34). The difference between their job
satisfactions is not statistically significant. This justifies that Science Higher
Secondary School Teachers and Arts Higher Secondary School Teachers are on
the same platform so far as their job satisfaction is concerned.

The results of table 23 have been further substantiated by the figure 06 where
figure does not show a difference of job satisfaction between Science Higher
Secondary School Teachers and Arts Higher Secondary School Teachers. The
results facilitate us to understand that as the job satisfaction of Science Higher
Secondary School Teachers is not so high than the Science Higher Secondary
School Teachers. Therefore, no decisive decision can be taken about their job
satisfaction.
Comparison between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers (N = 230 on each) on composite scores of Attitude.

The perusal of table24 makes it obvious that the mean score of Arts Higher Secondary School Teachers (242.79) is slightly higher than the Science Higher Secondary School Teachers (237.65) on attitude. The difference between their attitudes on composite score is statistically significant at 0.01 level. This justifies that Arts Higher Secondary School Teachers have favourable attitude than Science Higher Secondary School Teachers. Arts Higher Secondary School Teachers have reported that teaching develops personality and character. Classroom teaching makes the students disciplined. They further reported that students should be given freedom to express their views in the classroom. The talents of students remain hidden if due attention is not paid to their special abilities. Students are generally sincere. They further opine that teachers are the leaders of nation. Science Higher Secondary School Teachers have unfavorable attitudes. They reported that those who fail in other fields of work usually become teachers. Teaching profession appears to be interesting only in the beginning. Back benchers do not get proper attention in classroom teaching. They have further reported that a teacher’s job is primarily one of the teaching and explaining the subject matter. A good teacher has little need for charts, maps, diagrams and the like. Students should not be given freedom to think. They are of the opinion that teachers are generally greedy. The result seems to be justified on the basis that usually the selection of the subject starts after passing secondary school examination. Ones the students opts subjects they develop interest in the same. Arts teachers have favourable attitude towards teaching as they have opted the subjects keeping in view that they will become teachers in future. With the result they develop positive attitude towards the profession while as science higher secondary school teachers after passing 10th class opts science as their subject as they think that they will be selected in medical profession. But ones they fail in the selection of the same, they continue
their studies, unfortunately they may develop such notion in their mind that they are not meant for teaching. With this background they feel that those who fail in other fields become teachers and they are not by choice but by chance (because of unemployment). Even though ones they get chance in any other field related to their subject they will definitely move in order to be satisfied. The results of table 24 have been further substantiated by figure 07 which shows a remarkable difference of attitudes between Arts Higher Secondary School Teachers and Science Higher Secondary School Teachers. The results facilitate us to understand that Arts Higher Secondary School Teachers have favourable attitudes on composite score than Science Higher Secondary School Teachers.

**Comparison between Science Higher Secondary School Teachers (N = 230) and Arts Higher Secondary School Teachers (N = 230) on attitude (Factor wise).**

The perusal of table 25 makes it clear that ‘t’ value factor 2(classroom teaching), F3 (child centered practices), F4 (Educational processes) & F5 (pupils) are 0.49, 0.42, 1.73, and 1.93 respectively. In these factors no significant difference was found. The table indicates that Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers are on the same platform so far as their attitude on factors 2, 3, 4 & 5 are concerned. However on factors 1(teaching profession) & 6(teachers) of teacher attitude significant difference was found between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers. On factor 1 (teaching profession) the mean of Arts Higher Secondary School Teachers(41.10) is greater than mean scores of Science Higher Secondary School Teachers (38.99). The obtained t-value on said factor is 3.45 which is greater than the table ‘t’ value at 0.01 level. This means that Arts Higher Secondary School Teachers have better attitude towards teaching profession than the Science Higher Secondary School Teachers. Arts Higher Secondary School Teachers have reported that no occupation is better than the teaching profession. They further reported that teaching is very stimulating profession. Science Higher Secondary School Teachers have unfavourable
attitudes towards teaching profession. Science Higher Secondary School Teachers have reported that teaching profession is not a good medium serving humanity. Teaching profession makes people lazy. The result seems to be in expected direction that every individual has aim in life. Some want to become doctors, some lawyers, teachers and even administrators. So on the basis of their aim and choices of life one develops attitude. In this way science students want to be doctors, engineers in their lives. So they develop favourable attitude for the same. When they get appointed by chance in the teaching profession, they may not develop favourable attitude for teaching profession. On the other hand arts students may have liking for the teaching profession from very beginning. That is why they have favourable attitude towards the teaching profession.

On factor 6 (Teachers) the mean of Arts Higher Secondary School Teachers (40.07) is greater than mean scores of Science Higher Secondary School Teachers (38.37). The obtained ‘t’ value on said factor is 3.54 which is greater than the table ‘t’ value at 0.01 level. This means that Arts Higher Secondary School Teachers have better attitude towards teachers than the Science Higher Secondary School Teachers. Arts Higher Secondary School Teachers have reported that everybody pays attention to what teacher says. People do not look down up on teachers. They are also of the opinion that teachers are the builders of nation. Science Higher Secondary School Teachers have unfavourable attitude towards teachers. They have reported that Teachers are not free to express their views. Most of the teachers are boastful. Teachers can not satisfy the intellectually superior students. They are also of the opinion that one should not even dream of becoming teacher in his life. Teaching makes a teacher tired. The result seems to be justified on the basis that Arts Higher Secondary School Teachers are satisfied with their profession as they are in their profession due to their choice. But science students mostly want to become doctors and engineers in their lives. They are in the profession by chance. So they don’t have favourable attitude towards teachers. Further, science teachers want experimentation, exploration and innovations which may not be sufficient
in the schools according to their needs. Secondly, science teachers may not mix up with other teachers due to paucity of time as they remain busy mostly in the laboratories. That is why they may not have favourable attitude towards teachers.

The results of tables 25 are further substantiated by the figure 08 where lines run close to each other showing no significant difference. Therefore, no decisive decision can be taken about factors 2(classroom teaching), F3 (child centered practices), F4 (Educational processes) & F5 (pupils). However on factors 1(teaching profession) & 6(teachers) of teacher attitude lines are apart to each other so significant difference was found between Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers on factors 1(teaching profession) & 6(teachers).

Comparison between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers (N = 230 on each) Personality Profiles.

From table 26, it becomes clear that on factor ‘A’ reserved Vs outgoing, the mean difference of Rural Higher Secondary School Teachers and Urban Higher secondary teachers (4.72) is statistically significant at 0.01 level. This means that Urban Higher Secondary School Teachers are reserved, impersonal and formal. They are aloof. While as Rural Higher Secondary School Teachers are warm, outgoing, kindly, easygoing and participating. The result seems to be justified on the grounds that rural people often visit each other’s house. They share their thoughts with each other, come forward for others help and may have open and free environment. With this reason they are outgoing, warm, kindly, easy going and participating. On the other hand urban people often remain busy in their houses. They do not often visit others house. That may be the reason that urban higher secondary school teachers are aloof and reserved.

On factor ‘B’ low intelligence vs. more intelligence, the table 26 depicts that the mean of Urban Higher Secondary School Teachers (6.27) which is slightly higher than the mean score of Rural Higher Secondary School Teachers (6.13) is
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not statistically significant, so no decisive decision can be made about the factor ‘B’.

The perusal of table 26 on factor ‘C’ ‘emotionally less stable vs. emotional stable’ shows that mean difference (2.11) between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers, which is statistically significant at 0.05 level. This means that Urban Higher Secondary School Teachers are emotionally stable, mature, calm and stable. They are possessing ego strength, on the other side Rural Higher Secondary School Teachers are affected by feelings, emotionally less stable and are easily annoyed. The result seems to be justified on the grounds that the people in rural areas depend on each other. They share their feelings, even in some parts of the village people do not put fence around their houses. They often visit each other’s houses. With the result they have great expectations on each other and if anything wrong goes between them they get emotionally hurt. Secondly, people in villages or rural areas are mostly first or second generation learners so they may be personally not well developed. That is why they may get easily annoyed. On the other side people in urban areas are having more facilities than rural areas which can be the reason that urban higher secondary school teachers are stable, calm.

On factor ‘E’ submissive vs. dominant, it is evident that the mean of Rural Higher Secondary School Teachers (8.03) is slightly better than mean score of Urban Higher Secondary School Teachers (7.33) which shows significant difference at 0.01 level. Urban Higher Secondary School Teachers are submissive, humble, mild and easily led. They are accommodating whereas Rural Higher Secondary School Teachers are dominant, assertive and stubborn. The result seems to be justified on the grounds that urban people remain mostly in their houses and even live in colonies where there can be less social interaction which makes them submissive. Secondly, the urban higher secondary school teachers are educated from so many generations so they are humble, mild and easily led. Whereas rural people are even only first or second
generation learners by which they are trying to adjust with latest technology and innovations they may have less exposure. This can be the reason that they are stubborn and assertive.

On factor ‘F’, Sober vs. Enthusiastic from table 26, it is evident that the mean of rural higher secondary school teachers (7.65) is slightly higher than the mean score of urban higher secondary school teachers (7.45). The result obtained by ‘t’ value is not statistically significant. So no decisive decision can be made on the factor ‘F’ of personality profiles.

On factor ‘G’ expedient vs. conscientious or weaker superego strength vs. stronger superego strength from table 26, it is clear that the mean of Rural Higher Secondary School Teachers (7.32) is slightly higher than the mean score of Urban Higher secondary teachers (7.19). The results obtained by ‘t’ value are not statistically significant. No decisive decision can be made as two groups do not differ significantly from each other.

From table 26, it becomes obvious that on factor ‘H’ shy vs. bold, the mean of urban secondary school teachers (9.06) is slightly better than the mean of Rural Higher Secondary School Teachers (8.88). The result obtained by “t” value is not statistically significant. So no decisive decision can be made about the factor ‘H’.

The perusal of table 26 depicts that the mean difference between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers is (0.28) on factor ‘I’ tough minded vs. tender minded. This mean difference between two groups is not statistically significant, so no decisive decision can be made about the factor ‘I’.

From table 26, it becomes clear that on factor ‘L’ trusting vs. suspicious, the mean of Rural Higher Secondary School Teachers (6.74) is slightly higher than the mean score of urban higher secondary teachers (6.56). The results obtained by ‘t’ value are not statistically significant. No decisive decision can be made as two groups do no differ significant from each other.
On factor ‘M’ practical vs. imaginative, the table 26 depicts that the mean of Rural Higher Secondary School Teachers (7.81) is slightly higher than the mean score of Urban Higher Secondary School Teachers (7.80) is not statistically significant, so no decisive decision can be made about the factor ‘M’.

On factor ‘N’ forthright vs. shrewd, the table 26 depicts that the mean of Urban Higher Secondary School Teachers (7.44) is slightly higher than the mean score of Rural Higher Secondary School Teachers (7.32) is not statistically significant, so no decisive decision can be made about the factor ‘N’.

From table 26, it becomes clear that factor ‘O’ self assured vs. apprehensive, the mean of rural higher secondary school teachers (7.96) is slightly higher than the mean of urban higher secondary teachers (7.85) which does not shows any statistical significance, so no decisive decision can be made about the factor ‘O’.

On factor ‘Q1’ Conservative vs. Experimenting, it is evident that the mean of Urban Higher Secondary School Teachers (6.60) is slightly better than mean score of Rural Higher Secondary School Teachers (6.48) which does not shows significant, so no decisive decision can be made about the factor ‘Q1’.

From table 26, it becomes clear that on factor ‘Q2’ group oriented vs. self assured, the mean of Urban Higher Secondary School Teachers (6.67) is slightly higher than the mean score of rural higher secondary teachers (6.78). The results obtained by ‘t’ value are not statistically significant. No decisive decision can be made as two groups do not differ significantly from each other.

On factor ‘Q3’ undisciplined vs. disciplined, the table 26 depicts that the mean urban of higher secondary school teachers (7.29) is slightly higher than the mean score of Rural Higher Secondary School Teachers (7.33) is not statistically significant, so no decisive decision can be made about the factor ‘Q3’.

On factor ‘Q4’ relaxed vs. tense, the table 26 depicts that the mean of Rural Higher Secondary School Teachers (8.90) is slightly higher than the mean score of Urban Higher Secondary School Teachers (8.63) which is not statistically significant, so no decisive decision can be made about the factor ‘Q4’.
results of the present study depicted in table No.:26 are further substantiated by figure 09 there is some difference between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers. The difference is significant on Factor A, C, E & F where lines are apart to each other but the difference are not statistically significant on Factor B, G, H, I, L, M, N, O, Q1, Q2, Q3 & Q4 where lines are close to each other.

Comparison between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers (N = 230 on each) on composite scores of Teacher Morale.

The perusal of table 27 makes it clear that the mean score of Rural Higher Secondary School Teachers (250.28) is almost similar to the mean score of Urban Higher secondary school teachers (254.15). The difference between their morale is not statistically significant. This justifies that Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers are on the same platform so far as their morale on composite score is concerned.

The results of table 27 have been further substantiated by the figure 10 where figure does not show a difference of teacher morale between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers. The results facilitate us to understand that as the morale of Rural Higher Secondary School Teachers is not so high than the Urban Higher Secondary School Teachers. Therefore, no decisive decision can be taken about their teacher morale.

Comparison between Rural Higher Secondary School Teachers and Arts Higher Secondary School Teachers N = (230 on each) on Teacher Morale (Factor wise).

The perusal of table 28 makes it clear that ‘t’ value on factors 1(Personality Factors), 2(Professional Aspiration), 4(School Facilities) & 4 (Educational administration) are 1.39, 1.91, 1.58 and 0.46 respectively. In these factors no significant difference was found. The table 28 indicates that Rural Higher
Secondary School Teachers and Arts Higher Secondary School Teachers are on the same platform so far as their morale on factors 1, 2, 4 & 6 are concerned. However on factors 3 (Professional Skill), 5 (School Administration) & 7 (environmental impact) of teacher morale significant difference was found between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers.

On factor 3 (Professional Skill) the mean of urban Higher Secondary School Teachers (49.40) is greater than mean scores of Rural Higher Secondary School Teachers (45.51). The obtained ‘t’ value on said factor is (5.20) which is greater than the table ‘t’ value at 0.01 level. This means that Urban Higher Secondary School Teachers have better Professional Skill than the Rural Higher Secondary School Teachers. Urban Higher Secondary Teachers have reported that they clarify the doubts of their pupils in their subjects and update knowledge in their school subjects. They further reported that they participate in the academic meetings held by Education Department and others. They prepare daily lesson plans, use suitable and new models of teaching aids, use electric gadgets and community resources for enriching their classroom instructions. They also participate in the subject club activities, Science Fairs/Science Exhibitions, and Social Service Camps. They improve linguistic proficiency by speaking in the class with reasonable pauses, intonations and accent by observing necessary modulations while explaining the lesson. But Rural Higher Secondary School Teachers have reported that they are satisfied with library accommodation in their school. They do not use community resources for enriching their classroom instructions. They further reported that they do not involve themselves actively in the Annual Day Celebrations of their school. They do not like to use simple sentences in their language. They do not club activities, Science Fairs/Science Exhibitions, and Social Service Camps. The result seems to be justified on the grounds that in urban higher secondary school teachers at the time of their student life might have studied in well organized schools and they might have good exposure and even visited different places with their teachers and parents.
This can be the reason that urban higher secondary school teachers have better professional skill. On the other hand the urban secondary school teachers might have studied in low standards with one medium only and now they are in need of having linguistic proficiency. This can be the reason rural higher secondary school teachers have low professional skill. And in-fact they may not have attended workshops, seminars in their schools at their school life.

On factor 5 (School Administration) the mean of Rural Higher Secondary School Teachers (38.12) is greater than mean scores of Urban Higher Secondary School Teachers (36.87). The obtained ‘t’ value on said factor is (2.15) which is greater than the table ‘t’ value at 0.05 level. This means that Rural Higher Secondary School Teachers have better School administration than the Urban Higher Secondary School Teachers. Rural Higher Secondary School Teachers have reported that they have team spirit among school staff. They cooperate with the non teaching staff in their work. They reported that principal gives proper recognition to the good work done by the staff. The principal guides them to understand the importance of avoiding errors. Urban Higher Secondary School Teachers have reported that their school managing body does not keep in touch with all the school activities. Their principal does not provide constructive guidance to the school staff and pupils. They do not involve actively in the preparation of institutional plan. The result seems to be in expected direction as due to rural background the teachers have well social relations with each other. People take care of others and listen to others problems and try to give good solutions. Whole neighborhood gets involved if anything goes wrong or good happens to them. These social relations may have impact on the personality of the individual. With this reason rural higher secondary school teachers have team spirit and they cooperate with non teaching staff. But in urban area people often remains indoors and they remain busy in their houses. This can be the possibility that urban higher secondary school teachers do not cooperate with the non teaching staff. In fact this can be the possibility that school managing body does not keep in touch with the staff.
On factor 6 (Educational Administration) the mean score of Urban Higher Secondary School Teachers (20.95) is slightly higher than the mean score of Arts Higher Secondary School Teachers (20.81). The difference between their morale on educational administration is not statistically significant. So no decisive decision can be made on said factor.

On factor 7 (Environmental Impact) the mean score of Urban Higher Secondary School Teachers (42.22) is higher than the mean score of Rural Higher Secondary School Teachers (40.62). The difference between their morale on Environmental Impact is statistically significant at 0.01 level. Urban Higher Secondary School Teachers have reported that their parents helped them to develop certain favourable attitudes towards others. They avoid projecting their family worries into their school work. Their school parent-teacher association gives its support to their school activities. They inform the parents to the progress of their wards as well as their difficulties if any, from time to time. All their school personnel keep aloof from local politics. They deal with all pressure groups democratically, on a higher ethical basis. They maintain high morale.

Rural Higher Secondary School Teachers have reported that their family members refuse to support their professional aspirations. Their school does not receive community support for their school activities. They reported that they are not able to control the pressure group of the community to pressurize the legitimate interests of their school work. They are not able to strive to keep up their school morale in spite of the problems created by the groups. The result seems to be justified on the grounds that in urban areas teachers are not first or second generation learner. They are educated from so many generations and secondly, they may not have any other work at home after finishing their working hours in the school. If they go for any part time job, they may be doing tuitions which automatically add their profession. That is why they mostly organize parent teacher meet. On the other hand rural teachers may have been first or second generation learner and their parents are mostly associated with agricultural land or horticulture. After finishing their working hours at school
they may look after their agriculture or horticulture. This can be the reason that their parents refuse to support for their school activities, secondly, the group from outside school may involve themselves in the matters of school administration which creates problems to the teachers in maintain high morale. The result of table 28 are further substantiated by the figure 11 which shows lines are close to each other on factors 1(Personality Factors), 2(Professional Aspiration), 4(School Facilities) & 6(Educational Administration)so there is no significant difference on the said factors. But on the other hand the figure shows lines are apart from each other on factors 3(Professional Skill), 5(School Administration) & 7 (environmental impact) of teacher morale which shows significant difference was found between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers on the said factors.

Comparison between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers (N = 230 on each) on Job Satisfaction.

The perusal of table 29 makes it clear that the mean score of Rural Higher Secondary School Teachers (90.95) is almost similar to the mean score of urban Higher Secondary school teachers (91.60). The difference between their job satisfactions is not statistically significant. This justifies that Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers are on the same platform so far as their job satisfaction is concerned.

The results of table 29 have been further substantiated by the figure 12 where figure does not show a difference of job satisfaction between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers. The results facilitate us to understand that as the job satisfaction of Rural Higher Secondary School Teachers is not so high than the Urban Higher Secondary School Teachers. Therefore, no decisive decision can be made on their job satisfaction.
Comparison between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers (N = 230 on each) on composite scores of attitude.

The perusal of table 30 make it clear that the mean scores of Urban Higher Secondary School Teachers (27.82) are slightly greater than the mean score of Rural Higher Secondary School Teachers (20.17) on attitude. The difference between their attitudes is not statistically significant. This justifies that Urban Higher Secondary School Teachers and Rural Higher Secondary School Teachers are on the same platform so far as their attitude on composite is concerned.

The result of table 30 is further substantiated by the figure 13 where figure does not show a difference of attitude between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers. The results facilitate us to understand that as the attitude of Rural Higher Secondary School Teachers is not so high than the Urban Higher Secondary School Teachers. Therefore, no decisive decision can be taken about their attitude on composite score.

Comparison between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers (N = 230 on each) on attitude (Factor wise).

The perusal of table 31 makes it clear that ‘t’ value on factor 2 (classroom teaching), factor 3 (child centered practices), 4 (Educational processes), factor 5 (pupils) & factor 6 (Teachers) are 0.67, 0.63, 1.69, 0.11, and 1.86 respectively. In these factors no significant difference was found. The table 31 indicates that Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers are on the same platform so far as their attitude on factors 2, 3, 4, 5 & 6 are concerned. However on factor 1 (teaching profession) of teacher attitude significant difference was found between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers.
On factor 1 (teaching profession) the mean of Rural Higher Secondary School Teachers (40.85) is greater than mean scores of Urban Higher Secondary School Teachers (39.36). The obtained’ value on said factor is 2.26 which is greater than the table’ value at 0.05 level. This means that rural Higher Secondary School Teachers have better attitude towards teaching profession than urban Higher Secondary School Teachers. Rural Higher Secondary School Teachers have reported that no occupation is better than the teaching profession. They further reported that teaching is very stimulating profession. Urban Higher Secondary School Teachers have unfavourable attitudes towards teaching profession. Urban Higher Secondary School Teachers have reported that teaching profession is not a good medium serving humanity. Teaching profession makes people lazy. The result seems to be justified on the grounds that rural higher secondary school teachers may be only first or hardly second generation learner. Occupation of their parents may be farmers. So their generation wishes to be in other professions and even teachers are considered as most pious profession. So they want to be teachers in their lives and automatically develop positive attitude towards the same. On the other hand urban higher secondary school teachers parents are educated and they want their children to be doctor, engineers and other professionals in their lives and with the result they often compel their children for the same and automatically they develop positive attitude for the same and ones they do not get profession according to their choice and gets appointed in the teaching, they may not develop favourable attitude for the same.

On factor 4 (Educational Processes) the mean of Urban Higher Secondary School Teachers (41.90) is slightly higher than mean scores of Rural Higher Secondary School Teachers (41.02). The obtained’ value on said factor is 1.69 which is not greater than the table’ value and does not show any significant difference. This means that Urban Higher Secondary School Teachers and rural Higher Secondary School Teachers have same attitude towards educational process, so no decisive decision can be made on the said factor.
The result of table 31 are further substantiated by the figure 14 which shows lines are close to each other on the factor 2 (classroom teaching), factor 3 (child centered practices), factor 4 (Educational processes), factor 5 (pupils) & factor 6 (Teachers) so there is no significant difference on factor 2, 3, 4, 5 & 6. But the figure shows that lines are close to each other on the factors 1 (teaching profession) of teacher attitude, so significant difference was found between Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers on factor 1 (teaching profession).

The results analyzed and discussed on Personality Profiles of Science/Arts, Rural Urban Higher Secondary School Teachers are in the line with these studies More (1988), Zargar (2013), Margay (2011), Nadeem (2013). The studies found that the arts student-teachers were found to be warm-hearted, ready to cooperate and prepared to go along with the current, they enjoyed social recognition, the commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree. has found that Rural teachers were found to be warm hearted, emotionally stable, excitable, adventurous, tender minded, self sufficient than the urban teachers of higher secondary schools. Rural trained teachers are more suspicious than urban trained teachers who are trusting. It was found that there is no significant mean difference between rural and urban secondary school teaches on personality profiles. Therefore, the null hypotheses

No.1. “There is no significant difference between Science and Arts teachers of Higher Secondary Schools on personality profiles” is partially accepted.

No.7. “There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on Personality Profiles” is partially accepted.

The results analyzed and discussed on Morale of science/Arts, Rural/ Urban Higher Secondary School Teachers are in the line with these studies Muhammad Rouf (2013), Savadamathu (1994), Jan (2012), Gupta (2006), Verma (2004), Natarajan and Balan (2003) and found that the strength of morale and job
satisfaction is slightly higher in case of rural and male subject specialists as compared to urban and female subject specialists respectively. The morale of women teachers and rural teachers is higher than that of men teachers and urban teachers. No significant difference was found between male/female and rural/urban higher secondary teachers on teacher morale and adjustment. Male and female teachers, rural and urban teachers do not differ significantly in their teacher morale. Science higher secondary school teachers have high morale due to better teaching aptitude factors namely mental ability and general information. The other studies which shows studies on morale of Rural/Urban Teachers and Science/Arts Teachers. Therefore, the null hypotheses

No.2. “There is no significant difference between Science and Arts teachers of Higher Secondary Schools on Morale” (Composite score) is accepted.

No.3. “There is no significant difference between Science and Arts teachers of Higher Secondary Schools on Morale” is partially accepted.

No.8. “There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on Morale (Composite score)” is accepted.

No.9. “There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on Morale (factor wise)” is partially accepted.

The results analyzed and discussed on Job satisfaction of science/Arts, Rural/Urban Higher Secondary School Teachers are in the line with these studies. Ganai & Ali (2013), Mahmood & Jan (2006), Gulzar (2005), Basnvaraj (2013) and Rathod & Verma (2006) found that the science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers Arts and science teachers both high age group and low age group have same job satisfaction. Arts and science group were found to be satisfied than the percentage of graduate reported satisfied. The secondary school teaching working in rural and urban areas and in government and private management do not differ significantly respect of their administrative behavior and job
satisfaction. Urban teachers were found to be more jobs satisfied than rural teachers. Therefore, the null hypotheses

No.: -4 “There is no significant difference between Science and Arts teachers of Higher Secondary Schools on Job Satisfaction” is accepted.

No.: - 10 “There is no significant difference between Rural and urban Higher Secondary Schools teachers on Job Satisfaction” is accepted.

The results analyzed and discussed on Attitudes of science/Arts, Rural/ Urban Higher Secondary School Teachers are in the line with these studies.

Srijiti & Santosh Kumar (2014), Sharma (2014), Sharma (2007), Chandriah Vastava (2003), Reddy (2003), Reddy (2004), Ramchandra (2003), Uma Devi & Venkaramaiah (1996), Surinder (2001), and Singh (1991) found out that teacher’s science subject had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession In the case of arts subject; the teachers had a significantly favourable overall attitude. There is no significant difference between science, arts and commerce male female teachers’ attitude towards teaching at secondary level. There is no significant difference between science and social science teachers on attitude. The number of relevant factors identified for science and arts school sample are comparable but sixteen measures of personality and seven measures of values and with teachers’ attitude towards teaching is different in case of science school teachers and arts school teachers’ sample. The attitude of rural teachers are favourable than urban secondary school teachers. The difference between rural and urban primary school teachers on attitude is significant. Significant difference is found between rural teachers and urban teachers in possessing attitude towards value oriented education. The environment of urban teachers may affect them to orient towards value education more positively than rural teachers. The secondary level school teachers serving in rural and urban secondary schools are found to be alike in their attitude towards in-service training programme. The rural elementary school teachers had average teacher efficiency attitude and dimension wise were
found below average. Rural and Urban teachers do not differ significantly in their attitude towards teaching profession.

**No.:**-5. “There is no significant difference between Science and Arts teachers of Higher Secondary Schools on Attitudes (Composite score)” is accepted.

**No.:**-6. “There is no significant difference between Science and Arts teachers of Higher Secondary Schools on attitudes (factor wise)” is partially accepted.

**No.:**-11. “There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on Attitudes (Composite score)” is accepted.

**No.:**-12. “There is no significant difference between Rural and Urban Higher Secondary Schools teachers on Attitudes (factor wise)” is partially accepted.