Conclusion & Suggestions
The present study through the different stages of investigation reached to the following conclusions which were the result of systematic statistical method as such as well as qualititative analysis of the data.

Science higher secondary school teachers and arts higher secondary school teachers have same personality profiles

1. 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.

2. Science Higher Secondary School Teachers are conscientious, confirming and staid. Whereas Arts Higher Secondary School Teachers are expedient, self-indulgent.

3. Arts Higher Secondary School Teachers are tender minded, sensitive, over-protected, intuitive and refined. Whereas Science Higher Secondary School Teachers are tough minded and self reliant.

4. 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.

5. Arts Higher Secondary School Teachers are imaginative and absorbed in thought. Whereas Science Higher Secondary School Teachers are practical and steady.

6. Arts Higher Secondary School Teachers are polished, socially aware and calculating. On the other side Science Higher Secondary School Teachers are forth right, open and artless. They are uncomplicated and unvarnished in their approach to people.
7. Science Higher Secondary School Teachers are experimenting, liberal, critical. On the other hand Arts Higher Secondary School Teachers are conservative, respecting traditional ideas.

8. 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.

9. Science Higher Secondary School Teachers and Arts Higher Secondary School Teachers have same morale on composite score. But on factor 1(Personality Factors), factor 2(Professional Aspiration), factor 3(Professional Skill), factor 4(School Facilities), factor 7(Environmental Impact) arts and Science Higher Secondary School Teachers have same morale but on factor 5 (School Administration) and factor 6 (educational administration) Science and Arts Higher Secondary School Teachers differ on morale. Arts Higher Secondary School Teachers have better School administration than the Science Higher Secondary School Teachers. Science Higher Secondary School Teachers have better educational administration than the Arts Higher Secondary School Teachers.


11. Arts Higher Secondary School Teachers (AHSST) have more favorable attitude than Science Higher Secondary School Teachers (SHSST) on composite score of attitude while as attitude on factor 1 (Teaching profession) and factor 6(teachers) Arts Higher Secondary School Teachers have better attitude than Science Higher Secondary School Teachers but on other factor 2 (classroom teaching), factor 3 (child centered practices), factor 4 (Educational processes) & factor 5 (Pupils) their attitude is almost same.
12. Urban teachers are reserved impersonal and formal. They are aloof. While as Rural Higher Secondary School Teachers are warm, outgoing, kindly, easygoing and participating.

13. 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.

14. Urban Higher Secondary School Teachers are submissive, humble, and mild and easily led. They are accommodating. Whereas Rural Higher Secondary School Teachers are dominant, assertive and stubborn.

15. Urban Higher Secondary School Teachers are experimenting, liberal, critical, open to change whereas Rural Higher Secondary School Teachers are conservative, respecting traditional ideas.

16. Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers have same morale on composite score is concerned. But on factor 1(Personality Factors), factor 2(Professional Aspiration), factor 4(School Facilities) and factor 6 (educational administration) rural and Urban Higher Secondary School Teachers have same morale but on factor 3(Professional Skill), factor 5 (School Administration), & factor 7(Environmental Impact) Rural and Urban Higher Secondary School Teachers differ on morale. Urban Higher Secondary School Teachers have better Professional Skill than the rural Higher Secondary School Teachers. Rural Higher Secondary School Teachers have better School administration than the Urban Higher Secondary School Teachers. Urban Higher Secondary School Teachers have better environmental impact than the Rural Higher Secondary School Teachers.

17. Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers are on the same platform so far as their job satisfaction is concerned.
18. Rural Higher Secondary School Teachers and Urban Higher Secondary School Teachers are on the same platform so far as their attitude on composite score is concerned.

19. Rural Higher Secondary School Teachers have better attitude towards teaching profession (factor 1) than the Urban Higher Secondary School Teachers. But on other factor 2 (classroom teaching), factor 3 (child centered practices), factor 4 educational processes, factor 5 (pupils) & factor 6 (Teachers) their attitude is almost same.

**Inferential Suggestions**

The findings of the present study reveal that there are certain factors which can be improved so as to improve the Personality profiles, Morale, Job Satisfaction and develop favorable attitudes among Arts/ Science, Rural/Urban Higher Secondary School Teachers.

1. Higher secondary school building should be attractive, must have playground facility, sanitary facility, laboratory facility, library facility, separate staff room for females, reading rooms and classes to be decorated with photos of national and international leaders, and also adequate playground to conduct a variety of sports and games in order to develop morale among the staff.

2. Administration should provide chance to the teachers to participate in intramural competitions, school service camps, and use community resources for enriching classroom instructions and also involve all the faculty members in organizing different activities in the school in order to develop morale.

3. Administration must increase the scale of salary according to the market price of other commodities to motivate the teachers in their teaching. In order to encourage them, the administration can launch
different programs to honour teachers with prizes for their best performance in order to develop morale.

4. Academic proficiency of the Arts Higher Secondary School Teachers should be strengthened, by giving training of different teaching skills in order to step up the teacher morale.

5. Professional skills such as teaching ability should be developed much in Science and Arts Higher Secondary School Teacher in order to make it conducive to promotion of teacher morale.

6. Steps must be taken up to focus in the in service program of arts and science teachers-refresher courses, workshops, seminars, conferences etc. and also train them in empathy and interpersonal skills for developing personality.

7. The school authorities’ should adopt uniform pattern in the process of recruitment of teachers. Further, at the time of selection of higher secondary teachers the balanced personality should be given due weightage.

8. Promotion and other incentives should be given to the teachers in order to develop job satisfaction among teachers.

9. Science Higher Secondary School Teachers should be involved in the aesthetic work.

10. Arts higher secondary school teachers should involve students in the project work in order to develop experimentation and scientific temper among students and themselves.

11. Arts higher secondary school teachers should involve themselves and encourage students to participate in Fairs/Exhibitions, Dramatic clubs, Tours etc in order to develop their morale.

12. Arts higher secondary school teachers should develop creativeness and logical reasoning among students by guiding them properly.
13. School managing bodies should keep in touch with the school activities.

14. Principal of the school should provide guidance to the school staff and the students for developing school administration behavior among teachers.

15. Teachers should use intelligible pronunciation, simple language, reasonable pauses, intonations and accent, necessary modulations while communicating students their lesson for proper linguistic proficiency.

16. Rural higher secondary school teachers should be given orientation of professional skill and school administration in order to develop teacher morale.

17. Teachers should be involved actively in the preparation of institutional plan.

18. School administration should explain the teacher’s rules and regulations issued by the state, and reward for their work. School administration should involve students in fixing holidays, examination dates etc. for higher morale.

19. Teacher should always maintain high morale even if they are tempted with money and other material benefits by the parents, students and other groups. Teachers should accept assignments given by the principals and other superiors as useful for improving their academic proficiency.

20. Teachers should cooperate with their school non teaching staff in their work.

21. Teachers of urban higher secondary schools should meet people from time to time in order to know more about their own culture and others
life style which has significantly positive effect on personality as they remain mostly indoors.

22. Teachers should use leisure time in writing articles, research papers which develops their personality to prepare instructional material, take action research and also keep in touch with the latest developments in the methods of teaching their subject.
Suggestions for Further Research

1. A similar study on a larger sample may be repeated.

2. A similar study on teachers belonging to Jammu and Ladakh division may be undertaken.

3. A sample of college teachers may be taken up for the conduct of study.

4. A comparative study of personality profiles, morale, job satisfaction and attitudes should be conducted on rural college teachers and urban college teachers, professional and academic colleges and science and commerce college teachers.

5. Variables which have not been considered under the domain of present study may be taken up.

6. In order to overcome the relative demerits of the measuring instruments, it is suggested that the measurement of personality profiles, morale, job satisfaction and attitudes may not be done with the help of a single inventories, but with the help of the battery of inventories.

7. A study of Job Satisfaction and job performance, job stress of teachers working in primary and elementary schools may be undertaken. In order to validate the results this study may be replicated by assessing the teaching aptitude and personality traits with the help of other standardized tools.

8. It would be desirable to study the relationship between organizational climate, job satisfaction and teaching aptitude of teachers.