# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section A: Quality of life.</td>
<td>69</td>
</tr>
<tr>
<td>2.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section B: Teacher attitude.</td>
<td>69</td>
</tr>
<tr>
<td>3.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section C: Critical thinking.</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section D: Leadership style.</td>
<td>70</td>
</tr>
<tr>
<td>5.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section E: Gregariousness.</td>
<td>71</td>
</tr>
<tr>
<td>6.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section F: Objectivity.</td>
<td>71</td>
</tr>
<tr>
<td>7.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section G: Stability.</td>
<td>72</td>
</tr>
<tr>
<td>8.</td>
<td>Details of items selected for A Test Battery of Personality Factors. Section H: Autonomy.</td>
<td>72</td>
</tr>
</tbody>
</table>
9. Details of items selected for A Test Battery of Personality Factors. Section I : Endurance. 73
10. Details of items selected for A Test Battery of Personality Factors. Section J : Emotional adjustment. 73
11. Details of items selected for An Index of Teacher Effectiveness. 80
12. Details of the initial sample. 84
13. Details of final sample. 85
14. Data and results of t test : Sex-wise comparison based on the variables under study. 96
15. Data and results of t test : Locality-wise comparison based on the variables under study. 100
16. Data and results of t test : Experience-wise comparison based on the variables under study. 104
17. Data and results of t test : Type of management-wise comparison based on the variables under study. 108
18. Comparison of three religious groups on the eleven variables under study : Results of Anova. 112
19. Results of Scheffe procedure for the variable Teacher attitude. 114
20. Results of Scheffe procedure for the variable Stability. 115
21. Results of Scheffe procedure for the variable Endurance. 116
22. Results of Scheffe procedure for the variable Teacher effectiveness. 117
23. Comparison of three community groups on the eleven variables under study: Results of Anova.

24. Results of Scheffe procedure for the variable Quality of life.

25. Results of Scheffe procedure for the variable Teacher attitude.

26. Results of Scheffe procedure for the variable Critical thinking.

27. Results of Scheffe procedure for the variable Leadership style.

28. Results of Scheffe procedure for the variable Gregariousness.

29. Results of Scheffe procedure for the variable Objectivity.

30. Results of Scheffe procedure for the variable Stability.

31. Results of Scheffe procedure for the variable Autonomy.

32. Results of Scheffe procedure for the variable Teacher effectiveness.

33. Correlations between Quality of life and other Personality variables.

34. Correlations between Teacher attitude and other Personality variables.

35. Correlations between Critical thinking and other Personality variables.

36. Correlations between Leadership style and other Personality variables.
Personality variables.

37. Correlations between Gregariousness and other Personality variables. 137

38. Correlations between Objectivity and other Personality variables. 139

39. Correlations between Stability and other Personality variables. 141

40. Correlations between Autonomy and other Personality variables. 143

41. Correlations between Endurance and other Personality variables. 144

42. Correlations between Emotional adjustment and other Personality variables. 145

43. Correlations between Teacher effectiveness and Personality variables. 146
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diagrammatic representation of Factor 1</td>
<td>151</td>
</tr>
<tr>
<td>2</td>
<td>Diagrammatic representation of Factor 2</td>
<td>155</td>
</tr>
<tr>
<td>3</td>
<td>Diagrammatic representation of Factor 3</td>
<td>158</td>
</tr>
</tbody>
</table>