Teachers in modern India have assumed a very important role. After independence some expectations have developed regarding the profession of teaching. The general assumption is that teacher is the builder of the nation, and well imparted education is considered to be the very base of all developments in the country. From times immemorial the teachers have been regarded as nation builders, members of the nation and true custodians of its interests, prosperity and safety. It is a world known fact that the future of any nation lies essentially in the hands of her teachers, as such a very great responsibility rests on them. The teacher has to deal with the delicate material, which can be moulded any way. The teacher has to know the children so intimately that he knows their thoughts, their desires, their abilities and limitations; he has to harness all the traits into purposeful activities. It is really a very honourous job to be a teacher. Gone are the days when teacher’s place was considered beyond criticism and his prestige kept in high esteem. This faith covered many drawbacks in a teacher. The teacher’s duties are not simple and routine type but hard and dynamic. No society in the world can afford to encourage parasites and good for nothing fellows. Especially teachers stand every condemnation as they are expected to be above the entire lot. He has to be straightforward, honest and hardworking and avoid such things as he doesn’t like others to enjoy. The teacher has to play a key role and that too with vigour and zeal. It is now well known everywhere that only the dedicated teachers can build a strong and well disciplined democratic nation.

In India researches have been conducted on personality characteristics of teachers and several attempts have been made to know the impact of sex, age, professional training, teaching experience, successful and less successful teachers, marital status on the personality of teachers like (Saxena, 1969; Singh, 1970; Mehta, 1972; Gupta, 1976; Gupta, 1977; Singh, 1978; Maun, 1980; Sinha, 1980; Parwal, 1980; Rain, 1981; Bhagoliwal, 1982; Wangoo, 1984; Moore, 1988; Ahmad, 2000; Singh, 2000; Yaseen, 2007; Fauziah, 2009; Kumar, 2010; Rashid, 2011; Margay, 2011; Khatal, 2012; Bhat, 2012; Arif, 2012; Zargar, 2013; and Ratheeswari, 2013). Studies have been conducted on personality characteristics of Elementary, Secondary, University Teachers and Rural/Urban areas but a few studies have been conducted on Higher Secondary School Science and Arts Teachers in India, and no study on personality among Higher Secondary School Teachers.
Abstract

The research on job satisfaction is one of the best ways to investigate and analyse the various causes and factors of satisfaction or general feeling of the teachers towards their job. The changing time and situations always demand to know how happy the teachers are in their job involvement. People work for different reasons. Some work just to earn money, some work to utilize their talents and get satisfaction recognition and social status. Attempts have also been made to examine the relationship of job involvement, job satisfaction, and emotive aspects of work and occupational adjustment of teachers with their effectiveness like Arora, 1976; Chandra, 1976; Mutha, 1980; Venkatiah, 1986; Voris, 2006; Azhar M. et.al., 2011; Rajni, 2012; Adebola & Jibril, 2012; Jelondar &

Attitudes can determine the basis how the teacher performs his role and fulfils his professional commitment. It has been seen that positive attitudes make the task of teacher more satisfying and rewarding. Research have been conducted on the attitude of teachers and several attempts have been made to know the impact of sex, age, professional training, teaching experience, marital status on the attitude of the teachers towards teaching as a profession and in its allied aspects like (NCERT, 1971; Ahluwalia, 1974; Sharda Mathur, 1990; Ramachandran, 1991; Ganapathy, 1992; Srinivasan, 1992; Peterson, 1993; Reddy, 1994; Venugopal, 1995; Uma Devi, 1996; Maikhuri, 1999; Annamalai, 2000; Kumar, 2004; Jasvir kaur, 2012; Kamran, 2012; Shauket, 2011; Nwanekezi, 2011; Muraina, 2011; Belagali, 2011). A few studies have been conducted on attitudes of higher secondary school science and arts teachers in India and no study on attitudes among Higher Secondary School Teachers, science and arts, rural and urban teachers in Kashmir division has been conducted so far.

Studies have been conducted on personality characteristics of elementary school teachers, job satisfaction of university teachers, attitudes towards teaching but very few studies have been conducted on personality characteristics, morale, job satisfaction and attitudes of science/arts, rural/urban teachers of higher secondary schools in India. However, it is important to note that no such study has been conducted in J&K state so far. With this background the present investigator made a humble attempt in this direction.
Abstract

Statement of Problem

The problem under investigation reads as under:

“A study of Personality Profiles, Morale, Job satisfaction and Attitudes of Teachers working in various Higher Secondary Schools of Kashmir Division”

Objectives

1. To find out the Personality Profiles of Higher Secondary School Teachers.
2. To find out the Morale of Higher Secondary School Teachers.
3. To find out the Job Satisfaction of Higher Secondary School Teachers.
4. To find out the Attitudes of Higher Secondary School Teachers.
5. To study Personality Profiles of Science and Arts Higher Secondary School Teachers.
6. To study Morale of Science and Arts Higher Secondary School Teachers (composite score).
7. To study Morale of Science and Arts Higher Secondary School Teachers (factor wise).
8. To study Job Satisfaction of Science and Arts Higher Secondary School Teachers.
9. To study Attitudes of Science and Arts teachers of Higher Secondary Schools (composite score).
10. To study Attitudes of Science and Arts teachers of Higher Secondary Schools (factor wise).
11. To study Personality Profiles of Rural and Urban Higher Secondary School Teachers.
12. To study Morale of Rural and Urban teachers of Higher Secondary Schools (composite score).
Abstract

15. To study Attitudes of Rural and Urban teachers of Higher Secondary Schools (composite score).


Null Hypotheses

1. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on personality profiles.

2. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on morale (Composite score).

3. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on morale (factor wise).

4. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on job satisfaction.

5. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on attitudes (Composite score).

6. There is no significant difference between Science and Arts teachers of Higher Secondary Schools on attitudes (factor wise).

7. There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on personality profiles.

8. There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on morale (Composite score).

9. There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on morale (factor wise).

10. There is no significant difference between Rural and Urban teachers of Higher Secondary Schools on job satisfaction.

11. There is no significant difference between Rural and urban teachers of Higher Secondary Schools on attitudes (Composite score).

12. There is no significant difference between Rural and urban teachers of Higher Secondary Schools on attitudes (factor wise).
Abstract

Tools Used Were

1. For the measurement of Personality Profiles of Science/Arts, Rural/Urban Higher Secondary School Teachers Catell 16 Personality Factor Questionnaire (Form A), was administered.

2. For the measurement of Teacher Morale of Science/Arts, Rural / Urban Higher Secondary School Teachers K. Venugopala Roa and D.B.Roa (1999), was administered.

3. For the measurement of Attitudes of Science/Arts, Rural/Urban Higher Secondary School Teachers Alhuwalia’s (1974) Teacher Attitude Inventory was administered.

4. For the measurement of Job Satisfaction of Science/Arts, Rural/Urban Higher Secondary School Teachers, S.P. Anand’s Job Satisfaction Inventory (1972), was administered.

Procedure

The sample for the present study was collected from Rural and Urban Higher Secondary Schools of Kashmir Division of J&K state. There are 274 Higher Secondary Schools in Kashmir division. The investigator selected four Higher Secondary Schools randomly from each of the 9 districts out of 10 districts of Kashmir division and 10 Higher Secondary Schools from the 10th district i.e. Srinagar district of Kashmir division in order to get representative sample for the Urban Higher Secondary Teachers. All the Higher Secondary Schools Teachers from these schools were contacted who are mainly associated with teaching of Science and Arts to 11th and 12th classes representing 230 Science Higher Secondary School Teachers and 230 Arts Higher Secondary School Teachers. Thus, the total sample for the study was 460 (230 Science and 230 Arts) Higher Secondary School Teachers. The sample for Rural and Urban Higher Secondary schools was taken from the total sample 460 Higher Secondary School Teachers. The teachers residing in Srinagar district were considered as Urban Higher Secondary School Teachers and teachers residing in other 9 districts were considered as Rural Higher Secondary School Teachers. Thus, a sample of 230 Higher Secondary School Teachers from a total sample of 460 Higher Secondary School Teachers were taken as Urban Higher Secondary School Teachers and 230 Higher Secondary Teachers were taken as Rural Higher Secondary School Teachers for the sample of the study.
Abstract

Major Findings:-

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
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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, and 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 are 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.