Introduction
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 was 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 custodian 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 onerous job to be a teacher. The assumption, is not only a fiction but hard reality, gone are the days when teachers 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.

Teachers are regarded as backbone of the nation, because they are architects, facilitators and mediators and interpreters for the children who are at various levels of cognitive development. The university education commission emphasized the importance of the teacher and his responsibility. Secondary Education Commission (1952-53) remarks with respect to educational
reconstruction. Most important factor in the contemplated educational reconstruction is teacher, his personal qualities, his educational qualification, his professional training and the place, he occupies in the community. The education commission (1964-66) has very aptly observed that the future of the nation is shaped in her classrooms; it is the teacher who moulds the most precious material of land viz. boys and the girls in their most crucial period of development in required shapes. National Policy on Education (1986) remarks that the status of the teachers has direct bearing on the quality of education. The teacher has a powerful and abiding influence in the formation of the character of every future citizen.

He acts as a pivot for the transmission of intellectual and technical skills and the cultural traditions from one generation to the other. The responsibility of the teacher is very great. Therefore, it is right to say that the nations well depend on the teacher’s well being. A teacher requires much more than he needs to have the vision of the kind of society for which he is preparing the students. Teacher must therefore, be accorded an honoured place in society, their emoluments and their service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities. Every trade or occupation requires certain necessary qualities and qualifications which an individual member of it required to possess. It is an admitted fact that effective and fruitful teaching depends on the personality of the teacher which influences the development of the taught. It cannot be denied that certain typically divergent characteristics make a person an ideal teacher. Kneller (1968) is of the opinion that of all the persons the teacher is the best placed to promote the growth of free and creative manhood; in those who come before him aspiring with a passionate concern. His function is to assist each student personally in his journey towards self-realization. Teacher has the task of stimulating and guiding his (child’s) learning so as to assure his attainment of socially approved goals in most efficient way possible. The job of the teacher is more than teaching. It also involves the job of improving the profession and education and there is a third role that he has to play—the role of
educational leader. This third role for teachers are, perhaps unique among the professions, because the members of no other profession is so intimately involved in lives in almost all the people of the community so involved in the task of economic, political, social and cultural life-as the teacher (Stinnett, 1968). The purpose of teaching is to help people to learn. Each person learns from his own efforts and experiences. A teacher may inspire a student to learn and may guide him in experiences from which he may learn some fact, attitude or skill (Skinner, 2002). Teaching is the method through which we can educate a person. Merely, enabling a person to acquire knowledge or skills without any change in the total personality is not teaching. Teaching in the modern days is understood as subordination of the method employed to instruct into a particular subject matter to that of the directing the growth of the child, so that he is capable of self education. Teaching is different from indoctrination, training, propagandizing, preaching, inspiring, counseling, and moralizing. These are considered as ‘cousins’ of teaching and not teaching itself. While elevating teaching profession with other profession Stinnett (1968) describes a profession as involving intellectual abilities. He believes that teaching certainly meets this criterion, because it involves activities that are predominantly intellectual in nature and the work performed by its members is basic to the preparation for all other professional endeavours. Teaching, therefore, is sometimes referred to as the “Mother of Professions”. Teaching is apparently the noblest of the tasks that a person can take upon himself to execute. More than any other profession, teaching demands focusing the best intellectual potentialities of an individual to make off a good teacher. Teaching is a relationship that is established between three focal points in education- the teacher, the learner and the learning environment which amounts to a tri-polar process. The present educational scenario cannot be complete unless we focus upon the “Teacher” as the central figure in the whole process of education. In the words of Kabir, “Teachers are literally the arbiters of a nation’s destiny. Teacher is the key to any education reconstruction.” The role of teacher at present is changing in view of the socio-economic, political and other pressures. There is no denying the fact that the
efficiency of an educational system is primarily determined by the efficiency of
teachers. Dr. Radha Krishnan has rightly remarked “the teacher acts as a pivot of
the transmission of the intellectual traditions and technical skills from generation
to generation and helps to keep the lamp of civilization burning. A teacher is not
only a custodian of national values but it is also an architect par excellence of
new values. “Teacher is the maker of man”, said John Adams. The roles, fictions
and preparations of teachers undergo changes from time to time. They are
modified and restructured according to the expectations of the society/
community through various communities and commissions. Programme of
Action (POA) 1986, tried to overhaul teacher education, although this was
started by Kothari Commission (1964). National Council of Teacher Education
(NCTE) and National council of Educational Research and Training (NCERT)
have given codes of professional ethics for teachers from time to time (Sheela
Mangla 2001).

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(Saxena, 1969; Singh, 1970;
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). Saxena (1969) found that personality factors A (reserved Vs outgoing)
and Q2 (Group oriented Vs Self sufficient) as measured by 16-PF questionnaire
are correlated highly and significantly with teaching success. Singh (1970) has
shown that the factors measured by 16-PF questionnaire are significant
predictors of performance of the teachers as measured by their performance in
theory papers of B.Ed. examination. Mehta (1972) showed that high and low
teachers on teaching ability are significantly different on six personality factors.
The high teachers are more conscientious, venturesome, tender minded and
experimenting where as the low teachers is more outgoing and imaginative. Gupta (1976) found that effective teachers are more warm hearted (A+), emotionally stable (C+), assertive (E+), Surgent (F+), adventurous (H+) and self controlled (Q3+). They were less suspicious (L-), imaginative (M-), experimenting, radical and self sufficient (Q2-) and apprehensive and guilt-proximo (O-). The more effective teachers differed significantly from general population with respect to nine personality factors out of 16. They were more affect thymic (A+), more intelligent (B+), having more ego-strength (C+), more surgent (F+), more sentiment (Q3+), less suspicious (L-), less guilt prone (O-) and less radical (Q-). The less effective teacher were less intelligent (B-) and were having lower self concept control (Q3-) as compared to general adult population. Gupta (1977) found significant differences in the personality factors of successful and less successful teachers. Singh (1978) observed that highly successful teachers are assertive, venturesome, controlled, emotionally stable and trusting. Mann (1980) also established relationship between personality factors and teaching success. He found that more successful teachers, in comparison to less successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relation, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life, effective in adjustment, dependable and conscientious. Sinha (1980) studied personality pattern of teachers at four levels of success. He found that personality factors of successful teachers combining all the four levels of success were conscientious, emotionally stable, controlled, tender minded and more intelligent. Wangoo (1984) has shown that forth rightness, emotional stability, practical attitude, conscientious, controlled behavior, and venturesome were the most prominent factors of the effective teachers. More (1988) found that out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important. The total personality of a teacher was found to be affecting his teaching. Thakur (1988) found that the rotated and un-rotated factor matrices for each group indicated that the factor structure for direct and indirect teachers was unique.
Raina (1990) found that student-teachers, by and large, differed considerably on the 16PF test. The factor pattern for the science student-teachers suggested a picture of marked creativity. Vasudev (1990) found that low democratic, introverted, neurotic teachers talked significantly, more in their classes as compared to the high democratic extroverted stable ones. Dushyant Kaur (2000) found that Personality traits of student teachers have also high correlation with the entire success indicator in ETE course. Romo (2005) has shown that systematic the results show systematic and interesting differences among the five personality profiles identified and the teachers’ attitude towards their initial training and their activity in the classroom. They point out the possibility that teachers with different personality profiles may benefit more from some training programs than other. Kaur (2007) found that the scores of B.Ed. students on psychoticism are exceptionally higher side and this shows that by and large they suffer from acute stress and burden of work. Yaseen (2007) found that young elementary level teachers were emotionally stable, easily annoyed and are affected by feelings. They were also tense, frustrated, restless, and impatient while as old elementary level teachers were emotionally stable, mature and calm and face realities. They were also found relaxed, not frustrated, composed and satisfied. Fauziah (2009) found that there are significant relationship between extrovert, agreeableness and conscientiousness with teaching effectiveness, while the neuroticism and openness have no significant relationship. Even there are relationship between personality and teaching effectiveness, but the other results show that personality only has a small effect on teaching effectiveness which means that there are several other factors that influence the teaching effectiveness. Kumar (2010) reveals that the aided school heads have better leadership behavior than the government school heads and it was also found that the unaided school heads leadership behavior is better than the government school heads leadership behavior. Aided school academic achievement of 9th standard is better than the government school and unaided school academic achievement is better than the government schools. Rashid (2011) has shown that effective teachers were found warmhearted, emotionally stable, sober and
self sufficient while as ineffective teachers at secondary level are reserved, emotionally less stable, expedient, tough minded and affected by feelings. Margay (2011) has found that trained teachers are reserved, more intelligent, suspicious, relaxed, composed, not frustrated and have low drive while as untrained teachers are outgoing, less intelligent, trusting, tense, have high drive, they are unable to remain inactive, they are restless and impatient. Rural teachers are more suspicious than urban trained teachers who are trusting. Khatal (2012) has found that there is there is no significant difference between the mean score of effective and non-effective teacher-communicator of the four selected professions on factor ' A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2, Q3, Q4. Bhat (2012) has revealed that Doctors in comparison to teachers have been found out going, more intelligent, emotionally stable, humble, sober, conscientious, sensitive, socially aware, trusting, self assured, resourceful. The teachers on the other hand have been found reserved, less intelligent, affected by feelings, assertive, enthusiastic, expedient, venturesome, tough minded, trusting, forthright, apprehensive, experimenting and group oriented. Doctors in comparison to lawyers have been found outgoing, less intelligent, emotionally stable, humble, venturesome, tough minded, suspicious, self assured, conservative, self sufficient, socially precise and relaxed, where as lawyers have been found reserved, more intelligent, emotionally less stable assertive, expedient, timid, tender minded, trusting, apprehensive experimenting, liberal. Teachers in comparison to lawyers have been found reserved, less intelligent, emotionally stable, venturesome, tough minded where as the lawyers have been found out going, more intelligent affected by feelings, sober, expedient, timid, sensitive, trusting, shrewd, apprehensive, experimenting undisciplined and restless. Teachers have higher political value, lawyers have higher social value and doctors have higher theoretical value. Doctors have higher scores on job satisfaction than teachers and lawyers have higher scores on job satisfaction than doctors. Arif (2012) indicated in his study that the quality of teacher education programs in terms of their capability to develop teacher personality. Study enabled researchers to suggest some strategies for development of teachers’
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personality to be the part of teacher education programs. Zargar (2013) has found that male teachers were found warm hearted, emotionally stable, enthusiastic, conscientious, adventurous, restrained, guilt prone, self sufficient than the female teachers. But on the other hand, female Teachers were found more intelligent, excitable, competitive, and tender minded than the male teachers. On factor Q1 & Q4 no significant difference was found between male female teachers of higher secondary schools. It has also been 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. On the other hand, urban teachers were found higher on factors B, F, J, Q1, Q3 & Q4 which mean that urban teachers were more intelligent, enthusiastic, internally restrain, insecure, controlled & tense than rural teachers of higher secondary schools. Ratheeswari (2013) has revealed that the personality traits of female teachers are better than the male teachers, urban college teachers personality traits are better than the rural college teachers and value pattern show that the teachers working in colleges of education has given first preference for political value followed by religious, social, aesthetic, economic, and theoretical value respectively. 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, Science/Arts, Rural/ Urban Teachers in Kashmir division has been conducted so far. Therefore, needs further exploration.

Teachers are entrusted with society’s most valuable asset, the children and they have the responsibility of moulding character and citizenship. The future of democratic education and consequently the future of our democracy depend upon the teacher’s success in his profession. It is determined largely by his morale. As the morale of the teacher is indispensable for the successful implementations of educational programme, it is essential to study the factors
that affect the teacher morale. The morale has come to be regarded as a prime requirement for effective organization in industry as well as in education. Joseph Tiffin (1952) believes that there is no substitute for morale in an army, in a school and in an industrial plant. Morale is defined by Little and onions (1933) as, “A condition, conduct or behavior with regard to confidence and discipline”. Morale has been thought of variously as a feeling, a state of mind, a mental attitude, and an emotional attitude (Mendel 1987). Teacher’s morale is referred to as teaching efficiency of teachers. Much of the work in the field of morale has been done specifically in industry. The field of education has shown much interest in morale as it relates to job satisfaction in teaching, but this interest has resulted more in the voicing of opinions than in attempts to do research on the problem adequately. It is a serious criticism of the educational profession that this vital problem has been attacked hardly at all in the field of education, particularly in Kashmir Division. However, there are a few limited investigations in different parts of the world and in India. They have been made by educational institutions and these are Mathis (1959), William (1962), Richardson and Blocker(1963). The above studies have been conducted on teacher morale in relation to the factors that influence teacher morale. Braem (1957) has report that morale will be enhanced by good physical work condition, job security and job satisfaction. Studies have also been conducted on teacher morale in relation to teaching efficiency, teacher’s adjustment, school quality, psychological variables by authors like Pillai (1974), Chhabra (1975), Franklin (1975), Samron (1976), Dekhtanwala (1977), Mehta (1977), Mahatma (1980), Panda (1985), Saxena (1988), Nautiyal (1992), Mehta (1993), Savadamathu (1994). Pillai (1974) has found that the four morale dimensions namely school facilities and services, curricular issues, teacher salary and community pressures were found to influence the innovative ability of the school. There was high correlation between climate and morale. Chhabra (1975) found that the principals interest in teachers and their problems, lack of co-operation among teachers, inter departmental and intra departmental conflicts, contacts with students, salary policies, and status given to teaching profession and teacher-taught were some of
the factors affecting teacher morale. Samron (1976) found that the total sampled schools, 37% had high teacher morale, 33% had average morale and 30% had low teacher morale. Nautiyal (1992) found that there were differences of morale between the high performance skill and the low performance skill teachers of government schools. Mehta (1992) found that the teachers with high and low morale differ significantly in their perceptions of supervisory behavior. A majority of high morale teachers perceived that their supervisors did not foster a pleasant group atmosphere, were not friendly and approachable, were not willing to make changes, did not let the group members know what was expected of them, and were not easily understandable. Deidra (1995) teacher morale appeared to be a useful indicator of healthy and effective schools. Teacher Self-Concept, both general and academic, had little effect in explaining differences in Teacher Morale. It appeared that morale was influenced by outside factors, rather than internal ones. Bennga (2003) reported that moral and ethical issues, including character education, are slowly becoming part of the teacher education programs. Claire Norman-Gloria (2013) reported that teachers trained via alternative route to certification were significantly less satisfied with their salary compared to those trained at traditional undergraduate programs. The socioeconomic status of the district in which the beginning teacher was employed was related to total morale and four of the ten morale factors measured on the PTO. Qayoom (2013) reported that government secondary school teachers have better teacher morale than private secondary school teachers on the factors- professional aspiration, school administration environmental impact (through family, community and value system). Jan (2012) found that the result of the study highlighted that female teachers have higher morale than male higher secondary teachers. There is no significant difference between male and female teachers on adjustment. No significant difference was found between male/female and rural/urban higher secondary teachers on teacher morale and adjustment. Sharma (2012) has inferred that the morale is one of the determining factors in a teacher’s image of his supervisory behaviour. It has also been found that low morale teachers reported that
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occasionally their supervisor was willing to make changes, did little things to make the group members happy, acted without consulting the group and tried out his new ideas with the group. Noora (2012) reported that the four teacher perceived leadership practices (i.e., challenge the process, enable other to act, encourage the heart, and inspire a shared vision) were related to teacher morale to a significant degree. However, the four teachers perceived leadership practices collectively accounted for only a modest portion of variance in teacher morale levels. None of the four individual leadership practices was a statistically significant predictor of the teacher morale when all other variables were controlled. Mishra and Sexena (2011) have found that female teachers possessed better morale than male teachers, level of academic attainment had no bearing on teacher morale, there was a positive and significant correlation between morale and teacher effectiveness, morale and adjustment, there is negative relationship between morale and economic value of male teachers, there was positive relationships between morale and teacher effectiveness. Michael (2009) has found that morale was viewed as having both individual and group dimensions with qualitative differences, individual morale being more related to job satisfaction and group morale to social cohesion. High staff morale was underpinned by elements of support, teamwork and communication. Socorpo (2008) has revealed that the teachers in public secondary schools in Zamboanga City have High Morale. It was also found out that there was a significant positive relationship between participatory decision making and teachers’ morale. Vitalis Margaret (2006), Nataraj and Balan (2003) have revealed that male and female teachers, married and unmarried teachers, teachers working in primary and middle schools, teachers working in rural and urban areas and those handling single class and multiclass do not differ significantly in their morale. The background variables like qualification, community, age, experience location of school, etc. did not explain the morale of teachers. The morale of elementary school teachers was very high due to the introduction and implementation of DPEP in the district.
A few studies have been conducted on morale of higher secondary school rural and urban teachers in India, and no study on morale among higher secondary school teachers, science and arts, rural and urban teachers in Kashmir division has been conducted so far. Therefore, the present investigator made a humble beginning.

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 others work to utilize their talents and get satisfaction recognition and social status. The first significant study on job satisfaction conducted by Hoppock (1935) reported that work rather than leisure brings more satisfaction. Anjaneyulu’s (1968) study on job satisfaction of secondary school teachers indicated that the factors which contributed to dissatisfaction were lack of academic freedom and work load. Schendeider and Snyder (1975) reported that Job satisfaction is more adequately conceptualized as a personalistic evaluation existing on the job (work supervision) or outcome that arises as a result of having a job (pay, security). Job satisfaction is the perception of internal responses i.e., feelings.

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 & Goodarzi, 2012; Ganai & Ali, 2013; Manju, 2013; Neetu Ohri, 2013; Chamundeswari, 2013; Basnvaraj, 2013; Madhu & Manju, 2013; Sukhadeo Prajapati, 2013). Arora (1976) have found that effective teachers derive more satisfaction from their work as compared to ineffective and that general satisfaction with the job in terms of working condition, distance between school and home, time spent on daily travelling, additional non teaching duties, utilization of free periods, satisfaction with the syllabus and incentives for good
work, was a differentiating factor between effective and ineffective teachers. Chandra (1976) found that the emotional aspects of work for effective teachers are social service, chances of progress, prestige and intellectual challenges whereas for ineffective teachers these are economic returns, chances of progress, prestige and power. Effective teachers are least attracted by economic returns and surroundings where as ineffective teachers are least worried about intellectual challenge and independence. Mutha (1980) observed that effective teachers were better on job satisfaction as compared to ineffective. Venkataiah (1986) also found significant differences in teaching success of the teachers satisfied and those dissatisfied with place of work, school plant, headmaster, co-teacher, and student. Geeta (1995) has found that mean difference between age and job dissatisfaction of college teachers was found significant. Saxena (1995) found that younger teachers were relatively more satisfied with respect to their jobs in comparison to older teachers. Chandraiah (1994) found that age and job satisfaction had significant positive relationship among younger, middle and old aged groups. Andre (1996) found that Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. Hassan (2000) found that fresher teachers drawing less salary were more satisfied than their seniors who were more experienced teachers drawing higher salaries. Bhuyan & Choudhaury (2002) reported that it has been found that there is no association between job satisfaction and experience. Bhuyan (2003) has found that there is significant difference in the job satisfaction of male and female teachers; but there is no significant difference in job satisfaction between married and unmarried; between rural and urban, and among experience of the college teachers. Shamima (2006) found that male and female teachers (100%) are highly dissatisfied with poor salary structure. It is found that the primary schools teachers’ salary is highly poor in comparison to the existing daily commodity prices. It is further found that a big number of male and female teachers are satisfied with this profession because of permanency of the job. Government job is always a secure job. The study found that 75% male and 68% female teachers are satisfied because of permanency of
their job. Both the male and female teachers having higher degrees than the required qualifications are dissatisfied but the teachers having minimum qualifications are satisfied. Muhammad & Balakrishnan (2009) found that secondary school teachers in Tawau, Sabah were generally satisfied with their job; there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. Maninder (2010) found that there does not exist any significant relation between job satisfaction of teachers & leadership behavior of Principals in govt. and non-govt. schools. Shafqat et al., (2010) found that there is no significant difference between teacher's job satisfaction in public and private schools. Voris (2006) has revealed that teacher efficacy, specifically teacher self efficacy, was lower in early career special education teachers who were pursuing or had recently completed certification through alternative programs. There is no significant difference between special education teachers who have completed alternative certification programs and their traditionally certified counterparts in terms of their degree of self efficacy. Responses from the job satisfaction survey indicated both groups of special education teachers were satisfied with their jobs. Azhar (2011) has found that Female teachers were more satisfied than their male counterparts. There was no significant difference between urban and rural teachers' job satisfaction. Rajni kotnala (2012) revealed that there is found to be significant difference between teacher educators serving in government aided and self financing colleges of education in relation to job satisfaction. The teacher educators working in government aided institutions are more satisfied than teacher educators of self financing colleges. Male teacher educators of government aided colleges are more satisfied than male teacher educators of self financing colleges. The females of self financing college of education are more satisfied than male teacher educators of college of education. Adebola & Jibril (2012) showed that there was no significant difference in male
and female; public and private; rural and urban administrators’ level of job satisfaction. Also, the study found that there was a significant difference in the level of satisfaction with years of experience as well as with age, marital status, school size and educational qualification. Ganai & Ali (2013) found that the higher secondary school teachers are more satisfied with regard to their job than Junior Higher secondary school teachers. The science teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers. Manju Chutia (2013) has revealed that the mean job satisfaction score of the teachers is found Good Degree of Satisfaction. The results indicated there existed significant effect difference between the teachers’ residential area and gender joint interaction effect and their job satisfaction score. Other Joint interactions affect the residence area, gender and length of service below 12 years and above12 year’s and their job satisfaction. Neetu Ohri (2013) in his study concludes that all types of aided schools teachers are endowed with more teacher effectiveness than all types of govt. and non-aided school teachers, besides finding that aided school teachers have better professional and academic knowledge and better relationship with pupils, principals and parents. Chamundeswari (2013) has found that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. Gurmit Singh(2012) has found that the job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching. Basnvaraj (2013) has concluded that the secondary school teachers working in rural and urban areas and in government and private management do not differ significantly in respect of their administrative behavior and job satisfaction. Jelondar & Goodarzi (2012) revealed that there was a significant difference between teacher’s emotional intelligence and their academic degree levels. Further, significant relationship was found between teachers emotional intelligence and five factors of job satisfaction (nature of the work itself, attitude towards supervisors, relations with
co-workers, opportunities for promotion, work condition in the present environment) but no significant relationship with one factor (salary and benefit) of job satisfaction. Madhu & Manju (2013) has revealed that there were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation. Sukhadeo Prajapati (2013) found that that there is significant difference in job satisfaction of teachers educators in relation to sex, qualification, experience and age. The educational authority need to take initiatives for equipping teacher educators for better professional satisfaction. As no decisive decision emerges out of the studies conducted on job satisfaction of teachers.

Further, no study on Job Satisfaction of Higher Secondary School Science and Arts Teachers in Rural and Urban Areas of Kashmir Division has been reported so far. Therefore, investigator further explored.

Attitudes can determine on the basis of 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. Researchers 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). These studies have shown that sex, age, academic qualification influence the attitude of teachers. Teaching experience, professional training, marital status school/college systems have been found not to have any impact on attitudes of the teachers.

Ahluwalia (1974) has found that there were no difference in the attitude of the teachers due to sex and age differences. Goyal (1980) has found that the larger
majority of the teacher educators were favourably inclined towards their profession and were satisfied in their job. Mathur (1990) has revealed that by and large teachers of pre-higher secondary stage have unfavourable attitude towards creative learning and teaching. Ramachandran (1991) has found that regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher trainee. Budhisagar et al. (1991) have revealed that trained teachers did not get the chance to apply the technique of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses. Gakhar (1992) reveals that there is no sex difference in the attitude of college and university teachers towards orientation programme. All the teachers respective of their teaching experience showed favourable attitude towards the program. Peterson (1993) has found a positive relationship between attitudes of teachers and most demographic characteristics (age, sex, amount of teaching experience particularly strong). Kumar (2004) has found that the organizational commitment is moderately related to attitudes towards work, i.e. those who are committed towards organization have positive attitudes towards work. Job satisfaction and attitude towards work are highly correlated and it shows that those teachers who have positive attitude towards work are more satisfied in their job.

Teachers attitude have also been studied in relation to teaching efficiency like Qureshi; 1972, Chaya; 1970, Sattiyagirirajan; 1985, Maurya; 1990, Rama; 1992, Dubey & Ghai; 1993). These researchers have found that successful and less successful teachers differed significantly in their attitudes. It was also found that effective teachers possessed more favourable attitude and were less authoritarian. Qureshi (1972) has revealed that the teacher’s verbal behaviour in the classroom was revealed in a small measure to their personality and attitudes. Chayya (1974) has found that effective teachers had better personality adjustment and showed more favourable attitude towards profession than ineffective teachers. Sattiyagerirajan (1985) has found that the more competent
teachers significantly differed from the less competent teachers in intelligence, emotional stability, conscientiousness, tendermindedness, trusted nature, placid nature and self sufficiency. Mauraya (1990) has revealed that external surroundings contributed a great deal in formulating teaching attitude. Rama (1992) has revealed that teachers working in residential schools had a significantly more favourable attitude and more efficiency as compared to those working in non-residential schools. Dubey & Ghai(1993) compared the scientific attitude of college teachers with teachers of Sataswati Bal Mandir and found no difference among them, or between Male and Female and Science/humanities teachers. Gupta (1986), Kulshreshtha (1990), Deousher (1994), Roli (1995) have made attempts to study the attitude of teachers in relation to school subjects. These studies have shown that no difference existed in the population awareness of different categories of teachers and in general a favourable attitude towards various dimensions of environmental education. Gupta (1986) has found that college teachers feel the need for organization of environmental education teaching for the general group and special group of learners. Kulshreshtha (1990) has revealed that female teachers of younger age group had more positive attitude towards population education than those in the older age group. Saxena (1995), found that both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession. Bhalla (2002) revealed that there is not much difference in attitude of teachers. Pushpam (2003) found that women teachers have positive attitude towards teaching profession and high level of job satisfaction. Reddy (2004) found that there is significant difference between rural and urban primary school teachers on attitude. Devi (2005) found that there was no significant difference in the attitude of the student teachers with under graduate and post graduate qualification towards teaching. Jan (2007) found that Govt. secondary school teachers have more favourable attitudes than private secondary school teachers. Khan and Jan (2008) found that urban secondary school teachers have more favourable attitude towards teaching profession than rural secondary school teachers. Jasvir kaur (2012) has revealed that there exists significant
positive correlation between Attitude of Women Teachers towards Teaching Profession and Job Satisfaction. There exists significant negative correlation between Attitude of Women Teachers towards Teaching Profession and Burn Out. Kamran (2012) has revealed positive and significant relationship has been drawn between teachers attitude and students degree completion. Shauket (2011) found that the teachers working in the public sector institutions were found more committed and satisfied as compared to the teachers working in private sector. It uncovered the fact that the majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in urban areas. Nwanekezi (2011) has revealed that the improving student’s attitude towards teaching practices will be affected positively. Muraina (2011) showed that student-teachers displayed positive attitude towards teaching practice but found that there were some challenges. Belagali (2011) has shown in his study that female teachers have higher attitude towards teaching profession as compared to male teachers of secondary schools on dimensions teaching profession and academics. It also revealed that the urban secondary school teachers have higher attitude towards teaching profession and social and psychological dimension as compared to rural secondary school teachers.

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. Therefore, the present investigator made a humble beginning.

The investigator made an in-depth study of the surveys of research in education till date. And found that very less attention has been given to the study of personality characteristics, morale, job satisfaction and attitudes of Higher Secondary school teachers. In Kashmir none of the study has been conducted on personality characteristics, morale, job satisfaction and attitudes of science/ arts, rural/ urban higher secondary school teachers. Therefore, with this background the present investigator made a humble beginning.
Need and Significance

Mehrotra (2000) in the trend report of the sixth survey of educational research highlights the importance of conducting studies on comparison of personality characteristics, attitudes of teachers, morale and job satisfaction viz. Science and Arts teachers, private and government schools, male and female, rural/urban, primary/secondary and different school subjects. This would help us to understand better school phenomenon. The present system of education has certain defects due to which teachers stress too much on imparting of knowledge, that too from an examination point of view only, to the utter neglect of the other aspects pertaining to emotional and social development. It is increasingly realized by all those concerned with education that the standard of education in schools, colleges and universities cannot be improved unless teacher, who has the key role to play, is competent and involved in his work. Unless the teacher is satisfied on job, having positive attitude towards profession, improvements in the field of teaching and learning are bound to fail. In creative work like teaching and research job satisfaction remains the sine-qua-non and plays a very significant role in attracting and retaining the right type of persons in the profession. If it is possible to isolate the factors of dissatisfaction attempts can be made either to change the dissatisfying conditions or to reduce their intensity so as to increase the holding power of the profession. Research in the recent years has shown that job satisfaction is quite essential for the teacher, if the increase is to be obtained properly. Therefore, there is a need of further exploration.

Attitudes determine the role of teacher. It has been seen that positive attitudes make the task of teacher more satisfying and rewarding. The behavior of the student is to a great extent moulded by a teacher in the classroom. While spending most of his time in association with his students, his attitudes, actions, emotions, tastes and above all manners exert a great influence on the behavior of the student. A teacher who is himself fearful, tense and above all hostile towards his students can create fear, worry and insecurity in the students. Therefore, at
the higher secondary level it is pertinent for the teachers to have proper attitude towards teaching and the students in general so that the identity crisis period will get proper resolution.

Miller (1981) notes that teacher morale can have a positive effect on pupil’s attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers but also learning more pleasant for the students. Teacher morale determines teacher effectiveness. Hence, the morale has come to be regarded as a prime requirement for effective organization in education. Therefore, research on morale at higher secondary level is very significant not only for teachers but also for the society.

Thus teachers with satisfaction on job, favourable attitude towards profession and high morale may motivate the pupils to learn well and encourage the students to think independently, guide them to cultivate good habits. Therefore, needs further exploration.

The study will go a long way to understand the personality profiles, morale and attitudes of higher secondary school science and arts teachers so that teaching and learning will be effective. On the other hand educators, administrators, planners and counselors can be facilitated to understand the favourable and unfavourable attitudes, personality characteristics and high and low morale of science and arts, rural and urban higher secondary school teachers so that teacher with favourable attitude towards profession, high morale and high personality characteristics will be appointed at the time of requirement so that students can be benefited at large. The study will go a long way to understand the job satisfaction of teachers so that educators, administrators, planners and counselors will create conditions for satisfaction of teachers.

Studies have been conducted on personality characteristics of elementary school teachers, job satisfaction of university teachers, attitudes towards teaching but a 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.

**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).


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).

**Operational Definition of Variables**

- **Higher Secondary School Teachers**
  For the purpose of present study Higher secondary school teachers are the teachers working in higher secondary schools of Kashmir division and are associated with teaching of science and arts subjects to 11th and 12th classes only.

- **Science Higher Secondary School Teachers**:
  For the purpose of present study Science Higher Secondary School Teachers are the teachers working in higher secondary schools of Kashmir division and are associated with teaching of science subject only.

- **Arts Higher Secondary School Teachers**
  For the purpose of present study Arts Higher Secondary School Teachers are the teachers working in higher secondary schools of Kashmir division and are associated with teaching of arts only.

- **Rural Higher Secondary School Teachers**:
  For the purpose of present study Rural Higher secondary school teachers are the teachers working in higher secondary schools of Kashmir division but residing in rural area only and are associated with teaching of science and arts subjects only.

- **Urban Higher Secondary School Teachers**
  For the purpose of present study Urban Higher secondary school teachers are the teachers working in higher secondary schools of Kashmir division but residing in urban area only and are associated with teaching of science and arts subjects only.
Introduction

❖ Personality

The popular meaning of personality has been explained in terms of major effects i.e. External and internal effect. The psychologists who like wise to take a social or outer view of personality, defines it as “the sum total of the effect made by an individual upon society, habits or action which successfully influence other people. Response made by other to an individual as a stimulus, what others think of you or we can say, stimulus value of a person” (Layman), (Allport 1973).

From sociological point of view point, personality is an attractive reflection of social background. They believe that personality is the integration of all traits which determine the role and status of an individual. In this way popular concept of personality refers to certain cluster of traits that is socially pleasing and effective. Most philosophers and psychologists prefer to define personality as “an objective entity”, as something that is really there.

The William stern, speaks of personality as “A multi factor dynamic unity”. George speaks of personality as “The one thing in the world that has supreme value”. In this way they prefer to define personality as something internal and include certain aspects of life in it, like self consciousness, memory, thinking power, self realization and ideal of perfection.

Freud (1933), Erikson (1963) emphasized personality in terms of fixed stage. Karl Jung (1928) made classification of personality on the basis of quality of sociability (attitudes and function). Cattell (1970) explained personality in terms of organization of traits.

For the present study scores obtained on Catell 16 Personality Factor Questionnaire (Form A), which includes personality factors A(Reserved Vs Out going), B(Less intelligent Vs More intelligent), C(Emotionally less stable Vs Emotionally stable), E(Humble Vs Assertive), F(Sober Vs Enthusiastic), G(Expeditious Vs conscientious), H (Shy Vs Bold (venturesome), I(Tough minded Vs tender minded), L(Trusting Vs Suspicious), M(Practical Vs Imaginative), N(Forth right (open)Vs Shrewd (diplomatic), O (Self assured Vs Apprehensive),
Q1 (Conservative Vs Experimenting), Q2 (Group oriented Vs Self sufficient), Q3 (Undisciplined Vs Disciplined) & Q4 (Relaxed Vs Tense) are the measures of personality.

**Morale**

Morale is defined by Little and onions (1933) as, as condition conduct or behavior with regard to confidence and discipline”.

Floyd House (1947) defined morale as, “A measure of will or tendency to act”.

American association of school administration (1955), defined morale as, “A disposition on the part of persons engaged in an enterprise to behave in ways which contribute to the purpose for which the enterprise exists”.

Redefer (1957), defined morale as, “Teaching rate of teachers”. Oxford dictionary and Munson considered morale as behavior with confidence, determination to succeed in the purpose for which the individual is trained, while Redefer referred to morale as the rate of work or an individual efficiency. Redefer considered teacher morale, for convenience more than for definitive purpose as the teaching rate of teachers, which implies an economy of effort and an economy of time. So, teacher morale can be understood to mean morale related to the individual. Thus, teacher morale may be regarded not only as the behavior of an individual teacher but also as the work environment provided to him in the school; the latter pertains to the group behavior mostly at the institutional level that would influence his individual behavior, and consequently his professional efficacy. The same thing holds good more or less for worker too in any production organization.

For the present study the scores gained by sample subjects on K. Venugopala Roa and D. B. Roa (1999). The morale questionnaire consist of two factors-

**I) Teacher factor ---**

1). Personality factors 2). Professional aspirations 3). Professional skills
(a) Academic proficiency (b) teaching ability (c) Organising skills (d) Linguistic proficiency and

(b) Academic proficiency (c) Organising skills (d) Linguistic proficiency and

(II) Environmental factor---

1). Social facilities 2). School administration 3). Educational administration

4). Environmental impact (a) Family (b) community (c) value system

❖ Job Satisfaction

According to International Dictionary of Education, job satisfaction refers to the extent to which a person is pleased and satisfied by the content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content.

According to Blum and Nayor (1968) job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as wages, supervision, steadiness of employment, condition of work, opportunities for advancement, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement grievances, fair treatment by employer and other similar factors. However, other aspects such as employees’ age, health, temperament and level of aspiration, his family relationships, social status, etc also contribute to job satisfaction. Job satisfaction has been defined by many ways, but the common idea put forward in essence by all is that it is attitude based on the effective feeling evaluative responses to a job situation.

Spector (1997) job satisfaction is defined as “the extent to which people like (satisfaction) or dislike (dissatisfaction) to their jobs.”

In simple terms as Jewells (1985) put it, “A satisfied employee finds more to like about his or her job situation than to dislike.”

For the present study the scores gained by sample subjects on S.P Anand's Job Satisfaction Inventory (1972).
**Attitudes**

Like most of the abstract terms, the word “attitude” has more than one meaning. It has been derived from the Latin word “Aptus” which means “fitness” and adoptness of attitude came into existence and fashion and only after the development of experimental devices.

According to Encyclopedia of modern education, “Attitude has been and perhaps cannot be distinguished from such terms such as traits, opinions, dispositions, interests, values and temperaments.”

The dictionary of psychology defines “attitude as abbreviated but comprehensive experience towards and incoming experience is modified or a condition of readiness for a certain type of activity”.

Jung, “a readiness of the psyche to act or react in a certain way.” Hogg and Vaughan, “an attitude is a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols.”

People have attitudes towards social objects because they help them to organize, simplify and understand the world around them. Protect their self esteem, by avoiding unpleasant truths about themselves, allow them to express their fundamental values. They help them to confirm to group and thus attitudes help us to adjust to our environments.

Attitudes have been defined in many ways, but the common idea put forward in essence by all is that it is the individuals prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events. Attitudes can be positive (value) or negative (prejudice).

In the present study the word attitude means the scores gained by sample subject on Ahluwalia’s Teacher Attitude Inventory (1974). The Teacher Attitude Inventory comprises of six factors- Teaching Profession (TP), Classroom Teaching (CT), Child Centered Practices (CCP), Educational Process (EP), Pupils (P) and Teachers (T).