

Dr. Hafiz Mudasir

Dr. Mohammad Yousuf Ganai

**Personality Characteristics,
Attitude and Emotional Intelligence
among Secondary Level Teachers**



**Anchor Academic
Publishing**

Mudasir, Hafiz, Ganai, Mohammad Yousuf: Personality Characteristics, Attitude and Emotional Intelligence among Secondary Level Teachers, Hamburg, Anchor Academic Publishing 2017

Buch-ISBN: 978-3-96067-183-1

PDF-eBook-ISBN: 978-3-96067-683-6

Druck/Herstellung: Anchor Academic Publishing, Hamburg, 2017

Bibliografische Information der Deutschen Nationalbibliothek:

Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <http://dnb.d-nb.de> abrufbar.

Bibliographical Information of the German National Library:

The German National Library lists this publication in the German National Bibliography. Detailed bibliographic data can be found at: <http://dnb.d-nb.de>

All rights reserved. This publication may not be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

Das Werk einschließlich aller seiner Teile ist urheberrechtlich geschützt. Jede Verwertung außerhalb der Grenzen des Urheberrechtsgesetzes ist ohne Zustimmung des Verlages unzulässig und strafbar. Dies gilt insbesondere für Vervielfältigungen, Übersetzungen, Mikroverfilmungen und die Einspeicherung und Bearbeitung in elektronischen Systemen.

Die Wiedergabe von Gebrauchsnamen, Handelsnamen, Warenbezeichnungen usw. in diesem Werk berechtigt auch ohne besondere Kennzeichnung nicht zu der Annahme, dass solche Namen im Sinne der Warenzeichen- und Markenschutz-Gesetzgebung als frei zu betrachten wären und daher von jedermann benutzt werden dürften.

Die Informationen in diesem Werk wurden mit Sorgfalt erarbeitet. Dennoch können Fehler nicht vollständig ausgeschlossen werden und die Diplomica Verlag GmbH, die Autoren oder Übersetzer übernehmen keine juristische Verantwortung oder irgendeine Haftung für evtl. verbliebene fehlerhafte Angaben und deren Folgen.

Alle Rechte vorbehalten

© Anchor Academic Publishing, Imprint der Diplomica Verlag GmbH
Hermannstal 119k, 22119 Hamburg
<http://www.diplomica-verlag.de>, Hamburg 2017
Printed in Germany

About the Book

Learning is highly emphasized in education and on the other hand teachers are guides, facilitators, and leaders of students. Aspects of teachers role in students encompass answering queries, clarifying points, diagnosing misconceptions, providing alternative explanations, assisting students to relate material to their individual situations, and helping with the application and practice of principles. Another important aspect of teacher's role is that of assisting students to become independent learners. An innovative teacher can create ways to build mutual successes between themselves and students. The gravitational centre in this classroom, despite all kinds of technological developments, remains to be teacher who acts as a master craftsman, an artist, a strategist and a powerful motivator. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. The teacher becomes effective and efficient one due to his teaching; teaching requires special talent and a sense of emotional balance. Teachers should have a balanced Personality, Emotional Intelligence and Positive Attitude which directly influences the overall personality of the students and the students who completes their courses through various stages of education adjusts themselves in any situation which they have to handle in society.

It is hoped that this book will help teachers, research scholars, programme planners, policy makers and administrators of the concerned field. We are highly thankful to all the authors whose master pieces have been consulted and referred to I this book. We have quoted sentences, statements and definitions of various academicians, teachers, sociologists and administrators to whom we are greatly indebted. Hence, as authors, we do not venture to claim any originality for many of the ideas and descriptions contained in this book.

There is every scope for further improvement. Thus, suggestions and constructive criticism for the further improvement in quality of the book will be welcomed and duly acknowledged.

Authors

Dr. Mohammad Yousuf Ganai

Dr. Hafiz Mudasir

CONTENTS

	ABSTRACT	1-13
Chapter 1	INTRODUCTION	14-32
Chapter 2	REVIEW OF RELATED LITERATURE	33-83
Chapter 3	METHODOLOGY & PROCEDURE	84-109
Chapter 4	ANALYSIS & INTERPRETATION	110-156
Chapter 5	DISCUSSION OF THE RESULTS	157-167
Chapter 6	SUMMARY & CONCLUSION	168-175
	REFERENCES	176-189

ABSTRACT

Modern times are known as the most turbulent times. Social, economic and technological conditions are fast changing and these changes will have far reaching impact on future. Changes will be unprecedented and unparallel. Uncertainty about emerging environment and other external and internal forces pose a serious challenge to humanity. The future shape of things is too complex to envision with precision. We are treading on new era that can be called world revolution. Changes have been occurring which reaches to the very foundations of human life and society. India is witnessing unprecedented expansion of higher education and mushroom growth of schools. There is admittedly a state of near anarchy even in the administration of existing facilities leading to social tension and mediocrity of output. Much this confusion is traceable to ethical, moral and social values being divorced from the educational process. In fact, there is universal appreciation of the fact that higher education provides the competencies that are required in different spheres of human activity. Education is paramount importance for economic and social developments, as it equips individuals with the advanced knowledge and skills required for positions of responsibility in government, business and professions. Education continues to contribute to increase in labor productivity and to higher long term economic growth, which are essential for poverty alleviation. Education is considered to be the most effective instrument for developing the best in man and reducing disparities between human beings. When we say that education is the birth right of an individual then it is not considered with any particular class or group, but has to deal with entire population of a nation. India has laid thrust to equalize and enlarge the coverage and prove that the quality of education, so that a person belonging to any class, creed and social status would have the chance of developing his potential. It is the teacher who can provide quality education, develops and mould the students as good citizens. Moreover, they should create a better learning environment that arouses student's curiosity to achieve higher goals. It can simply be done by producing good, efficient and valuable teachers with better personality characteristics, attitudes and emotional intelligence. Hence, we must educate and train teachers with all the qualities.

Teacher education refers to the total educative process which contributes to the preparation of a person for a teaching job in schools. Teacher's guidance makes the student adjust and develop. It helps him make the proper educational and vocational choices and adjust with any situations. The teacher is focused in the classroom not only to create a special relationship only with the class as a whole but also with the individual children. Children obey the command of teacher because they accept their teacher as a role model under whose control they need to be taken care of. Teachers are role models for their students since students are copying their teachers. Every aspects of teacher's behavior is being closely monitored by the students as teacher becomes a cardinal beacons

to them. However, a very few teachers are aware about their pitfalls in dealing with the tender some students who are supposed to be path breaker instead they are lurching towards their personality. The key point in the educational decorum is undoubtedly the teacher. In comparison to other, the progress and prosperity of children depend much on teacher. No one can take place of teachers or influence children in the manner the way he imparts; it is possible, only for them all alone to do. A teacher is to be the member of pious deeds.

Teacher education has been undergoing transformations over the years and assuming new meanings and dimensions due to changes in socio-cultural and political conditions of the society, especially, after independence the country has made new strides in the field of education and formulated new policies and programmes for realizing the emerging national goals. It has been felt that teacher education is a critical area in which adequate inputs and investments are to be made for developing not only human resources but also physical resources. Injobong opined that the future of any nation depends on the quality of teachers. Quality education is a pre-requisite for national, regional and global development. The maxim that no educational system can rise above the quality of its teachers shows the role of the teacher and teacher education programs in national development. Knowledge acquired through education and its practical applications have always been a key factor for the overall growth. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality teachers and teaching only can be the strong agents of social re-engineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system.

Education is purposefully designed process aiming at fostering the harmonious and healthy development of individuals as protective, successful and well adjusted person in society. It is the personality which makes distinction in one man and another. Personality is the organization of the internal and external activities. An important and often neglected facet of a teacher is his personality. There is a great diversity amongst people, most individuals are remarkably consistent over long periods of time in the way they think, experience the environment and behave towards it. Personality is the stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may or may not be easily understood in terms of social and biological pressures of the immediate situation alone. Thus, personality is not fixed state but a dynamic totality which is continuously changing due to interaction with the environment. Personality is known by the conduct, behavior, activities, movements and everything else

concerning the individual. It is the way of responding to the environment. In short, personality is the total quality of the structures, attitudes, interests, capacities, aptitudes and behavior patterns which are manifested in man's relation with the environment. The way in which an individual adjusts with the external environment is personality. S. S. Dhanraj (2013) found that Male teachers have better Personality and are well adjusted than female teacher. Biswas, Chandra and Tinku (1995) examined the effectiveness of secondary teachers in relation to sex of teacher, location of school (rural and urban), management (Government and Private), type (boys, girls and coeducation) and organizational climate of schools. Results reveal that female teachers were more effective; whereas location and management of schools have no significant influence on teacher effectiveness; the teachers of schools with an open climate were most effective while those in schools with a closed climate were least effective. K. Uday (1999) found that male teachers are professionally more competent than female.

The teacher is expected to function not only as a purveyor of knowledge but also acts as moulder of child's total personality. In our country and culture, a teacher is held in great honor and respect. Therefore, the teacher should have keen sense of good attitude for teaching, so that he can guide the whole generation. How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes and beliefs. Several studies have proved that attitude of teacher influences the behavior of the student. The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Hence teachers are expected to possess positive attitude towards teaching profession. Similarly teachers have always played a major role in social and national reconstruction and will continue to do so in future too. The need of the hour is to have competent, committed and professionally well qualified teachers who can meet the demands of the society.

Good teachers are inseparable from Emotional Intelligence. Teaching carried out by emotionally matured teachers would be more stable than that of emotionally unstable teachers. Teachers who are emotionally mature are generally self-aware, can make personal decision and manage their feelings well. They can handle stress, empathize with others, can communicate well and can build trust in others. Emotionally matured teachers have the capacity to recognize their strengths and weaknesses and can take responsibility for their actions. They can be assertive without being insulting and know when to lead and when to follow. They are effective as leaders and resolve conflicts following win-win model. Thus, emotionally matured teachers can think better as well as act to facilitate learning. Gibson and Dembo (1984) in a study found that teachers with high emotional intelligence are better equipped to keep their students engaged in learning activities. Woolfolk and Hoy (1990) found that teachers with higher emotional intelligence are more humanistic in their approach. Goleman (1995) pointed out for the teachers that the degree of emotional intelligence positively predicted degree of life success. Mayer, et al. (1999) found emotional intelligence increases with age and experience. Petrides and Furnham

(2000) found emotional intelligence of males were higher than female. Singh, M. O.; Chaudhary, P. and Asthana, M. (2008) revealed significant difference in emotional intelligence of rural and urban adolescents, indicating urban adolescents are better than their rural counterparts.

Need and importance of the study

As we know that learning is highly emphasized in education and on the other hand teachers are guides, facilitators, leaders, and coaches of students. Aspects of teachers role in students encompass answering queries, clarifying points, diagnosing misconceptions, providing alternative explanations, assisting students to relate material to their individual situations, and helping with the application and practice of principles. Another important aspect of teacher's role is that of assisting students to become independent learners. With his guidance, students can be encouraged to dig deeper and to explore the unknown to support their ideas, thoughts, comments, and feelings. An innovative teacher can create ways to build mutual successes between themselves and students. Therefore teachers must be able to tolerate new ideas and differences of opinion. The teacher should be emotionally stable because it has to serve the society and shapes the intellectual behavior of students. If the teacher is not emotionally stable then it will badly affect the mindset of students. The gravitational centre in this classroom, despite all kinds of technological developments, remains to be teacher who, unlike an ordinary worker, acts as a master craftsman, an artist, a strategist and a powerful motivator. The education commission (1964-66) observed, "Of all the different factors which influence its quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". Today, education is increasingly being regarded as the major weapon in the crusade for supremacy on the economic front. Television, telephone and computers are reshaping practically every walk of life, including education. The classrooms of tomorrow could be entirely different from those of today. The teachers will play a very significant role. It would not only be complex but also full of challenges, because dependence on the teacher will gradually diminish for an individual learner. Emotional Intelligence plays a vital role in the process of teaching as well; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. The teacher becomes effective and efficient one due to his teaching; teaching requires special talent and a sense of emotional balance.

Emotion affects how and what he teaches in classroom. Emotion has a stronger impact on human behavior than thinking. In the words of Mayer & Salovey, Emotional intelligence is thus defined as the ability to perceive emotion, integrate emotion to

facilitate thought, understand emotions, and to regulate emotions to promote personal growth. Emotional Intelligence is a vital ability that teachers have to develop if one wants to solve personal, social and classroom issues in a more effective way. In improving their emotional intelligence they should first develop self awareness by identifying our own emotions as anger, resentment, elation, etc., and then we become more conscious about ourselves and have a better control of our actions and reactions. Through making control on emotion by using his intelligence the teacher done his job perfectly in all conditions that arises in front of him. The place and importance of teacher in the society and the nation can hardly be over emphasized. It does not take much to realize that the quality of the nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of education. The quality of education depends, more than any other single factor, upon the quality of the teachers. A school may have excellent material resources –equipment building, library, laboratory and other essential teaching learning facilities along with a curriculum appropriately devised to suit the community needs. But if the teachers are misfit or indifferent then the whole programme is likely to be ineffective and wasted. Hence, the problem of identification of teachers is of prime significance for realizing desirable education goal. It is not only desirable but obligatory too, to find out the associating factor of teacher's attitude, teacher's attitude towards teaching profession their adjustment, interest in teaching; values are such significant factors which have their bearing upon teacher and his teaching. Therefore, the present study was a simple attempt in this direction. After going through a number of research studies, the investigator felt that information on the problem under study is scanty. Hence, it was felt that there is an urgent need to investigate the Personality Characteristics, Attitudes and Emotional Intelligence of Teachers at Secondary Level in Kashmir.

Objectives of the Study

The following objectives have been formulated for the present study:

1. To study the Personality Characteristic, Attitude and Emotional Intelligence of Secondary School Teachers.
2. Compare Male and Female Secondary School teachers on Personality Factors.
3. Compare Rural and Urban Secondary School teachers on Personality Factors.
4. Compare Urban Male and Urban Female Secondary School teachers on Personality Factors.
5. Compare Rural Male and Rural Female Secondary School teachers on Personality Factors.
6. Compare Urban Male and Rural Female Secondary School teachers on Personality Factors.

7. Compare Rural Male and Urban Female Secondary School teachers on Personality Factors.
8. Compare Urban Male and Rural Male Secondary School teachers on Personality Factors.
9. Compare Urban Female and Rural Female Secondary School teachers on Personality Factors.
10. Prepare Personality Profile of secondary School teachers on the basis of sex and Rural Urban dichotomy.
11. Compare Male and Female Secondary School teachers on their Attitudes.
12. Compare Rural and Urban Secondary School teachers on their Attitudes.
13. Compare Urban Male and Urban Female Secondary School teachers on their Attitudes.
14. Compare Rural Male and Rural Female Secondary School teachers on their Attitudes.
15. Compare Urban Male and Rural Female Secondary School teachers on their Attitudes.
16. Compare Rural Male and Urban Female Secondary School teachers on their Attitudes.
17. Compare Urban Male and Rural Male Secondary School teachers on their Attitudes.
18. Compare Urban Female and Rural Female Secondary School teachers on their Attitudes.
19. Compare Male and Female Secondary School teachers on their Emotional Intelligence.
20. Compare Rural and Urban Secondary School teachers on their Emotional Intelligence.
21. Compare Urban Male and Urban Female Secondary School teachers on their Emotional Intelligence.
22. Compare Rural Male and Rural Female Secondary School teachers on their Emotional Intelligence.
23. Compare Urban Male and Rural Female Secondary School teachers on their Emotional Intelligence.
24. Compare Rural Male and Urban Female Secondary School teachers on their Emotional Intelligence.
25. Compare Urban Male and Rural Male Secondary School teachers on their Emotional Intelligence.
26. Compare Urban Female and Rural Female Secondary School teachers on their Emotional Intelligence.

Hypotheses

The following hypotheses have been formulated for the present study:

1. Male and Female Secondary School teachers differ significantly on Personality Factors.
2. Rural and Urban Secondary School teachers differ significantly on Personality Factors.
3. Urban Male and Urban Female Secondary School teachers differ significantly on Personality Factors.
4. Rural Male and Rural Female Secondary School teachers on differ significantly Personality Factors.

5. Urban Male and Rural Female Secondary School teachers differ significantly on Personality Factors.
6. Rural Male and Urban Female Secondary School teachers differ significantly on Personality Factors.
7. Urban Male and Rural Male Secondary School teachers differ significantly on Personality Factors.
8. Urban Female and Rural Female Secondary School teachers differ significantly on Personality Factors.
9. There is a similarity in the personality profile of Secondary school teacher on the basis of sex and urban rural dichotomy
10. Male and Female Secondary School teachers differ significantly on their Attitudes.
11. Rural and Urban Secondary School teachers differ significantly on their Attitudes.
12. Urban Male and Urban Female Secondary School teachers differ significantly on Attitudes.
13. Rural Male and Rural Female Secondary School teachers differ significantly on Attitudes.
14. Urban Male and Rural Female Secondary School teachers differ significantly on Attitudes.
15. Rural Male and Urban Female Secondary School teachers differ significantly on Attitudes.
16. Urban Male and Rural Male Secondary School teachers differ significantly on Attitudes.
17. Urban Female and Rural Female Secondary School teachers differ significantly on Attitudes.
18. Male and Female Secondary School teachers differ significantly on Emotional Intelligence.
19. Rural and Urban Secondary School teachers differ significantly on Emotional Intelligence.
20. Urban Male and Urban Female Secondary School teachers differ significantly on Emotional Intelligence.
21. Rural Male and Rural Female Secondary School teachers differ significantly on Emotional Intelligence.
22. Urban Male and Rural Female Secondary School teachers differ significantly on Emotional Intelligence.
23. Rural Male and Urban Female Secondary School teachers differ significantly on Emotional Intelligence.
24. Urban Male and Rural Male Secondary School teachers differ significantly on Emotional Intelligence.
25. Urban Female and Rural Female Secondary School teachers differ significantly on Emotional Intelligence.

Operational Definition of Variables / Terms

1. **Personality Characteristic:** Personality Characteristic in the present investigation refers to the scores obtained by subjects on 16PF of R. B. Cattell.
2. **Attitude:** Attitude in the present investigation refers to the scores obtained by subjects on S. P. Ahluwalia's Teacher Attitude Inventory.
3. **Emotional Intelligence:** Emotional Intelligence in the present investigation refers to the scores obtained by subjects on Teacher's Emotional Attitude Inventory of Shubra Mangal.

Design of the Study

Sample

The sample for the present study consists of 600 teachers teaching at secondary level in various schools in district Srinagar. The Schools were identified as per the information given by Chief Education officer of the District Srinagar. The breakup of the sample is as under:

Procedure

The investigator visited the various secondary schools of district Srinagar in order to collect the data. The data was collected with the help of R.B Cattell's 16 Personality Factor Questionnaire, S.P Ahluwalia's Teacher Attitude Inventory and Shubra Mangal's Teacher Emotional Intelligence Inventory. The investigator personally visited the institutions of the sample subjects and the tests were administered in the respective institutions of the sample subjects. After the collection of data, the scoring was done strictly as per the manuals of the test.

Statistical treatment

The statistical analysis of the data was done by finding mean, S.D and then by applying t-test for finding the significance of the mean differences between the groups. Among all the groups, comparison was also undertaken by applying profile similarity comparison as recommended by R.B Cattell. The details about statistical analysis and interpretation of the data have revealed very interesting findings which are reported here as under.

1. Male Secondary School Teachers were found to be Outgoing, More Intelligent, Emotionally Stable, Assertive, Moralistic, Bold, Tough Minded, Hard to Fool, tended to be interested in Intellectual matters, preferring own decisions, tended to have strong control of their emotions, Imaginative, Apprehensive, Experimenting, Resourceful and Relaxed whereas Female Secondary School Teachers were found Reserved, Less Intelligent, Emotionally Less Stable, Submissive, Expedient, Shy, Tender Minded, Trusting, Practical, Self-assured, Conservative, Group Oriented and Tense. Further, the results were also verified by drawing the profile similarity comparison between Male

and Female Secondary School Teachers on 16 Personality Factors. However, the result indicates that there is slight similarity in the Personality Profile of Male and Female Secondary School Teachers.

2. The Urban Secondary School Teachers were found to be Good Natured, realistic about life, authoritarian and carefree. They were often chosen as elected leaders usually conscientious and moralistic, ready to face wear and tear in dealing with people, Outgoing, More Intelligent, Emotionally Expressive, Quick to grasp ideas, Fast learners, maintain solid group morale, Emotionally Stable, Assertive, Enthusiastic, Moralistic, Bold, Tough Minded, Hard to Fool, Imaginative, Apprehensive, Experimenting and Relaxed where as Rural Secondary School Teachers were found Reserved, Less Intelligent, Emotionally Less Stable, Submissive, Sober, Expedient, Shy, Tender Minded, Trusting, Practical, Self-assured, Conservative, and Tense. Further, the results were also verified by drawing the profile similarity comparison between Rural and Urban Secondary School Teachers on 16 Personality Factors. It indicates that there is slight similarity in the Personality Profile of Urban and Rural Secondary School Teachers.
3. Urban Male Secondary School Teachers were found to be adaptable, bright, Outgoing, More Intelligent, mature, Emotionally Stable, Enthusiastic, Moralistic, Bold, Tough-minded, Hard to Fool, Imaginative, Forthright, Apprehensive, Experimenting, Group Oriented and Relaxed where as Urban Female Secondary School Teachers were found Reserved, Less Intelligent, Emotionally Less Stable, Sober, Expedient, Shy, Tender Minded, Trusting, Practical, Shrewd, Self-assured, Conservative, Resourceful and Tense. Further, the results were also verified by drawing the profile similarity comparison between Urban Male and Urban Female Secondary School Teachers on 16 Personality Factors. It indicates that there is similarity in the Personality Profile of Urban Male and Urban Female Secondary School Teachers.
4. Rural Male Secondary School Teachers were found to be Outgoing, More Intelligent, Emotionally Stable, Dominant, Enthusiastic, Moralistic, Bold, Hard to Fool, Imaginative, Genuine, Apprehensive, Experimenting, Resourceful, Lax, Relaxed where as Rural Female Secondary School Teachers were found Reserved, Less Intelligent, Emotionally Less Stable, Submissive, Sober, Expedient, Shy, Trusting, Practical, Shrewd, Self-assured, Conservative, Group Oriented, Compulsive, and Tense. Further, the results were also verified by drawing the profile similarity comparison between Rural Male and Rural Female Secondary School Teachers on 16 Personality Factors. It indicates that there is slight similarity in the Personality Profile of Rural Male and Rural Female Secondary School Teachers.
5. Urban Male Secondary School Teachers were found to be Outgoing, More Intelligent, Emotionally Stable, Dominant, Enthusiastic, Moralistic, Bold, Tough Minded, and Hard to Fool, Imaginative, Apprehensive, Experimenting, Resourceful and Lax Whereas Rural Female Secondary School Teachers were found Reserved, Less Intelligent,

Emotionally Less Stable, Submissive, Expedient, Sober, Shy, Tender Minded, Trusting, Practical, Self-assured, Conservative, Group Oriented and Compulsive. Further, the results were also verified by drawing the profile similarity comparison between Rural Male and Rural Female Secondary School Teachers on 16 Personality Factors. The value of $\Sigma w d^2$ is 150.27 and $r \rho$ coefficient is -0.45 which is significant at 0.01 level. It indicates that there is dissimilarity in the Personality Profile of Urban Male and Rural Female Secondary School Teachers.

6. Urban Female Secondary School Teachers were found to be Reserved, More Intelligent, Emotionally Stable, Expedient, Hesitant, Hard to Fool, Forthright, Apprehensive, Experimenting, Resourceful, Lax and Tense whereas Rural Male Secondary School Teachers were found Outgoing, Less Intelligent, Emotionally Less Stable, Conscientious, Bold, Trusting, Shrewd, Self-assured, Conservative, Group Oriented, Compulsive and Relaxed. Further, the results were also verified by drawing the profile similarity comparison between Urban Female and Rural Male Secondary School Teachers on 16 Personality Factors. The result indicates that there is slight similarity in the Personality Profile of Rural Male and Rural Female Secondary School Teachers.
7. Urban Male School Teachers were found to be Outgoing, More Intelligent, Emotionally Stable, Enthusiastic, Conscientious, Hesitant, Hard to Fool, Practical, Apprehensive, Experimenting, Resourceful and Relaxed whereas Rural Male Secondary School Teachers were found Reserved, Less Intelligent, Emotionally Less Stable, Restrained, Expedient, Bold, Trusting, Imaginative, Self-assured, Conservative, Group Oriented and Relaxed. Further, the results were also verified by drawing the profile similarity comparison between Urban Male and Rural Male Secondary School Teachers on 16 Personality Factors. The value of $\Sigma w d^2$ is 56.20 and $r \rho$ coefficient is 0.044 which is not significant. It indicates that there is slight similarity in the Personality Profile of Urban Male and Rural Male Secondary School Teachers.
8. Rural Female Secondary School Teachers were found to be Outgoing, More Intelligent, Emotionally Stable, Assertive, Enthusiastic, Expedient, Hesitant, Tough Minded, Hard to Fool, Practical, Shrewd, Apprehensive, Experimenting, Resourceful, Compulsive and Relaxed whereas Urban Female Secondary School Teachers were found Reserved, Less Intelligent, Emotionally Less Stable, Submissive, Restrained, Conscientious, Bold, Tender Minded, Trusting, Imaginative, Forthright, Self-assured, Conservative, Group Oriented, Lax and Tense. Further, the results were also verified by drawing the profile similarity comparison between Rural Female and Urban Female Secondary School Teachers on 16 Personality Factors. The value of $\Sigma w d^2$ is 72.28 and $r \rho$ coefficient is -0.05 which is not significant. It indicates that there is slight dissimilarity in the Personality Profile of Rural Female and Urban Female Secondary School Teachers.
9. Male in comparison to female secondary school teachers have a better teaching profession skill which includes well organization, management of time, well preparedness and make good use of materials. They always give try to provide relevant

ideas to the students and undertake challenging activities, adequately take part in the educational process and have very good relationship with other teachers where as the two groups are similar on Classroom Teaching, child Centered Practices and Attitude towards pupils. The study revealed that male secondary school teachers have better attitude as compared to female secondary school teachers.

10. Urban in comparison to rural secondary school teachers were found to have better teaching profession skills, expertness, knowledge, authoritative, resourceful, experienced, up to date and good listeners and have better classroom teaching, adequately take part in the educational process and have very good relationship with Pupils and also with other teachers as compared to rural secondary school teachers where as the two groups are similar on child centered practices. The study further revealed that urban secondary school teachers have better attitude as compared to rural secondary school teachers.
11. Urban male as compared to urban female secondary school teachers have better teaching profession skills, make good use of materials and teaching aids, always come fully prepared in the classroom, manages time well and are always well organized. They also have effective classroom teaching and better relationship with pupils through their approach, good listeners, responsive attitude and openness as compared to Urban Female School Teachers. The study further revealed that urban male secondary school teachers have better attitude as compared to urban female secondary school teachers.
12. Rural male as compared to rural female secondary school teachers were found to be resourceful, knowledgeable, attentive and responsive. They have effective Classroom Teaching and better attitude towards Pupils and fellow teachers as compared to rural female school teachers. The study further revealed that rural male secondary school teachers have better attitude as compared to Rural Female School Teachers.
13. Urban male as compared to rural female secondary school teachers are highly responsive, patient, confident, moralistic, rationalist, reformer, up to date open, resourceful, attentive and make well use of time in classroom as compared to rural female secondary school teachers. The study further revealed that urban male secondary school teachers maintain good rapport with students and other fellow teachers as compared to rural female Secondary School Teachers. The study revealed that urban Male Secondary School Teachers have better attitude as compared to rural female secondary school teachers.
14. Rural male as compared to urban female secondary school teachers indicates that rural male secondary school teachers encourages child to explore their interest and focus on developing a unique sense of creativity of learning new concepts and solve problem. They also tend to have good attitude towards fellow teachers whereas urban female secondary school teachers have better attitude towards classroom teaching and child centered practices. However, both the groups have same attitude towards the process of education. The study further revealed that both the group have similar attitude.

15. Urban male as compared to rural male secondary school teachers were found to have better attitude towards teaching profession, classroom teaching and better attitude towards pupils and fellow teachers whereas rural male secondary school teachers have better attitude towards educational process. However, both the groups have same attitude towards Child Centered Practices. The study further revealed on the whole both the group have similar attitude.
16. Urban female in comparison to rural female secondary school teachers were found to be expert, knowledgeable, resourceful and up to date and make good use of materials and always undertake challenging activities. However, both the groups have same attitude towards Classroom Teaching. However, both the groups have same attitude towards Classroom Teaching.
17. Male as compared to female secondary school teachers were found to have the art of empathizing, influencing, committed towards work, highly optimistic, service oriented, possess innate desires to achieve, bring positivity in a diverse situation, have self-confidence, self control, possess skill of self-management, possess teamwork capability, problem solving attitude, always try to develop and build bonds with others and initiate a positive change. The study further revealed that Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.
18. Rural as compared to Urban Secondary School Teachers were found to be highly optimistic, service oriented empathizing, influencing, committed towards work, possess innate desires to achieve, bring positivity in a diverse situation, have teamwork capability, self-confidence, self control, possess skill of self-management, initiate and manage changes amicably, problem solving attitude and initiate a positive change. The Study further revealed that Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.
19. Urban Male as compared to Urban Female Secondary School Teachers were found to be highly influencing, committed towards work, optimistic, service oriented, possess innate desires to achieve, bring positivity in a diverse situation, self-confidence, self control, possess skill of self-management, teamwork capability, problem solving attitude, building bonds and initiate a positive change, initiate and manage changes amicably. The Study further revealed that that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Urban Female Secondary School Teachers.
20. Rural Male as compared to and Rural Female Secondary School Teachers are highly committed towards work, influencing, optimistic, service oriented, possess innate desires to achieve, bring positivity in a diverse situation, self-confidence, self control, possess skill of self-management, teamwork capability, problem solving attitude, possess capability of building bonds and initiate a positive change, initiate and manage changes amicably. However, it also reveals that Rural Female Secondary School Teachers have high Inter Personal Management in comparison to their counterparts. The Study further

revealed that Rural Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

21. Urban Male as compared to and Rural Female Secondary School Teachers were found Possess innate desires to bring positivity in a diverse situation, highly committed towards work, influencing, optimistic, service oriented, have self-confidence, self control, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The Study further revealed that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.
22. Rural Male as compared to Urban Female Secondary School Teachers were optimistic towards profession, service oriented, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The Study further revealed that that Urban Male and Urban Female Secondary School Teachers have same Emotional Intelligence.
23. Urban Male as compared to Rural Female Secondary School Teachers were found to be service oriented, optimistic towards profession, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The two groups differ significantly at 0.01 level on the composite score which indicates that Urban Male Secondary School Teachers have better Emotional Intelligence as compared to Rural Male Secondary School Teachers.
24. Urban Female as compared to Rural Female Secondary School Teachers are optimistic towards profession, service oriented, Possess innate desires to bring positivity in a diverse situation, possess skill of teamwork capability and have problem solving attitude, and initiate a positive change. The Study further revealed that Urban Female Secondary School Teachers have better Emotional Intelligence as compared to Rural Female Secondary School Teachers.

Chapter - 1

Introduction

Man is a social animal and the education plays an important role throughout his life. No civilized society is believed possible for an individual to be fit for adult life if it does not have some degree of formal education. It has universally been accepted that prosperity of a nation is also reflected in its educational system. Quality of a nation depends upon quality of its people and economic growth but both depend upon quality of education, the fact remains same that the most important factor in the education process is the teacher. The teacher is the key of any educational reconstruction. The teacher should be an integrated individual, skilled in the art and science of human relations and conscious of the wide variety of behavior patterns in the world to which he may have to adjust. The development of a nation depends upon their students and the all over development of a student depends upon his teacher. Only a teacher develops the capacity among the children for adjusting in home, school and society. The Kothari Commission (1964-66) has rightly pointed out “the destiny of the country is being shaped in her class rooms.” Evidently the commission has in mind the role of the teacher in realizing the goal of national reconstruction. Teachers have important role to play in shaping the further generation. The role of the teachers in democratic system of education is very crucial. They have to act as friends, philosophers and guides of the students, and help them to march forward to establish a new social structure. The role of the teachers in moulding the personality of the students depends on the aims of education. It is the responsibility of the teachers to develop the physical, mental, social, emotional, intellectual and aesthetic aspects i.e. total personality of the students. Vivekananda said, “Education is the manifestation of divine perfection, already existing in men”. He wanted that the aim of education should be man-making. It is good that educationalists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Teacher is the most vital factor in the system of education. Secondary Education Commission (1952-53) also point out, “Every teacher and educationalist of experience knows that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers”. Moreover, effective and productive learning on the part of students can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction. Until and unless teachers with positive frame of attitude are engaged in the teaching profession, no drastic results can be expected from them.

The National Curriculum Framework (NCF) 2005 has placed different demands and expectations on the teacher, which needs to be, addressed both by initial and continuing teacher education, the importance of competent and motivated teachers to the nation's school system can in no way teacher motivation be overemphasized. It is well known that the quality and extent of learner achievement are greatly influenced by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills, the teachers possess to meet the needs of diverse learning situation, their degree of commitment to the profession, sensitivity to contemporary issues and problems as well as towards learners and their level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation. As per National curriculum framework for teacher education (2009), "Teacher quality is a function of several factors: teacher's status, remuneration, conditions of work and their academic and professional education. The teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply of professionally competent teachers to run the nation's schools. Pre-service teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes". Teacher Education has acquired recognition as an integral part of our education system. Need for it at all levels of education is no longer a matter of debate. During the past five decades, the role teacher has continually evolved, making it necessary for incumbents to be much more than mere skilled teachers. With increased specializations within the educational system the need for differentiation in teacher education has surfaced in order to cater to the variety of professional needs of more specified groups. Thus, newer programmes of teacher education have been continually evolved. An emerging feature worth highlighting is that at all levels, from the practitioner teacher educator to the academician, to the policy maker; "B.Ed." seems to provide a basis or entry point.

Teacher education programmes are expected to provide some training not only in pedagogy but also in behavioral attributes including attitudes, motivation, and academic performance, adjustment, teaching skills, personality characteristics, perception, preferences and value orientation. The courses of the study generated for the purpose have over the years, been broadened in scope from their original emphasis on teaching methodology considerations within classrooms, to include several understandings and practices useful for teachers. As per the NCTE, 2009, "The system of teacher education in India is presently in a state of turmoil. The past few years have witnessed unprecedented expansion in almost all sectors of teacher education especially in respect of elementary

and secondary teacher education programmes". There is nothing inherently wrong in the expansion of the system provided it is Systematic and based on the needs of the expanding school system. Thus, mere growth of teacher education cannot be a matter of concern, but it does cause concern if it leads to the dilution in quality or standards. As per NCFTE, 2009, "There is a perception that deterioration in standards is due to the uncontrolled expansion of the system in the private (self-financing) sector, without proper assurance of maintaining quality in teacher education. The dissatisfaction with the system of teacher education and its quality is not a new phenomenon". The need for longer duration teacher preparation programmes by integrating the content and pedagogy in a single programme has also been emphasized by several bodies in recent years. Regarding the teaching practice or internship programmes, the concern has often been expressed not only about its inadequacy but also about its organization in a reutilized and ritualistic manner. It has also been pointed out that the teacher education programmes are more theory oriented and less practice oriented. The theory courses are taught in a manner which instead of stimulating critical and reflective thinking, encourages memorization and reproduction without understanding. The student teachers are seldom encouraged to develop their own concepts and ideas about children's education and teaching on the basis of personal observations and experiences.

According to the National Curriculum framework for Teacher Education (NCFTE), 2009, "On the positive side, with a view to achieve coordinated development of teacher education, the National Council for Teacher Education (NCTE) took up a number of initiatives during the last decade. It joined with the National Assessment and Accreditation Council (NAAC) to foster assurance and sustenance and with Distance Education Council (DEC) to integrated development of in-service teacher education under the open and Distance Learning (ODL) mode. It also entered into collaboration with the Rehabilitation Council of India in 2002 and in 2005 to develop curriculum on inclusive education and make it a part of the general teacher education programmes". The National Knowledge Commission (NKC) has observed that, "Teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility. There exists a wide variation in the status of teachers and the need for teachers at different levels of schools education across the country. It is important to develop a broad framework that can address some of the crucial issues common to teacher education across different levels with a view to enable state to respond to needs specific to their contexts.