

A study of personality characteristics of teachers at secondary level in relation to gender and rural urban dichotomy

¹Hafiz Mudasir, ²Dr. MY Ganai, ³Dr BV Ramana Rao

¹ Ph. D Research Scholar, Department of Education, Dr. C.V Raman University, Chhattisgarh, India

² Associate Professor, Dep. of Education, University of Kashmir, Jammu and Kashmir, India

³ Assistant Professor, Govt. College of Education, IASE, Bilaspur, Chhattisgarh, India

Abstract

The Present Study has been investigated to find out the Personality Characteristics of teachers at Secondary level in Srinagar District. The investigator employed R.B Cattell's 16 P.F for the purpose of collection of data. The sample for the present study consists of 600 secondary school teachers. The investigators used the most acceptable and widely used statistical techniques viz. mean, median to analyze and interpret the data. The study revealed that male secondary school teacher's has better personality than female teachers. Further it also revealed that urban teachers have better personality than rural teachers.

Keywords: Personality Characteristics, Teacher Education, Secondary School Teachers.

Introduction

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 unparalleled. 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. 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.

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. The way in which an individual adjusts with the external

environment is personality. It is appropriate to make mention of some of the studies conducted earlier. The findings of these studies support the finding of present investigation. S. S. Dhanraj (2013) found that Male teachers have better Personality than female teacher working. Jan Adfar (2012) found that male teachers are group dependent as compared to female teachers who were found to be self-dependent. Khan and Yaseen (2009) found that male teachers. Sugirtham (2009) found that male dominate over the female in personality dimensions index. Prabhawati (1987) found that male teachers showed high preference for affiliation need and female teachers preferred need for maintaining order. K. Uday (1999) found that male teachers are professionally more competent than female.

Statement of Problem

"A study of Personality Characteristics of Teachers at secondary level in relation to Gender and Rural Urban Dichotomy"

Objectives

1. To study the Personality Characteristics 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.

Method

The present study was designed to study of Personality Characteristics of Teachers at Secondary Level in Srinagar District. As such, the descriptive method of research was employed to carry out this research.

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:

Table 1

Group	Male	Female	Total
Urban	150	150	300
Rural	150	150	300
Total	300	300	600

Tool

The data was collected with the help of R.B Cattell's 16 Personality Factor Questionnaire.

Statistical Treatment

The following treatment has been applied for the present study:

1. Mean

2. Standard Deviation

3. T-Test

Analysis of Data

Table 2: Showing the Mean Comparison between Male and Female Secondary School Teachers on Personality Factors (N=300 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Male SST*	8.50	2.23	12.55	Significant at 0.01 Level
	Female SST*	6.31	2.04		
B	Male SST*	6.94	1.67	13.07	Significant at 0.01 Level
	Female SST*	5.28	1.43		
C	Male SST*	7.92	1.82	11.39	Significant at 0.01 Level
	Female SST*	6.25	1.77		
E	Male SST*	8.62	1.88	5.38	Significant at 0.01 Level
	Female SST*	7.82	1.76		
F	Male SST*	7.88	1.85	0.46	Not Significant
	Female SST*	7.96	2.33		
G	Male SST*	5.96	2.14	2.64	Significant at 0.01 Level
	Female SST*	5.48	2.30		
H	Male SST*	8.25	2.19	6.02	Significant at 0.01 Level
	Female SST*	7.28	1.73		
I	Male SST*	2.59	2.78	2.60	Significant at 0.01 Level
	Female SST*	3.12	2.16		
L	Male SST*	8.44	2.42	4.58	Significant at 0.01 Level
	Female SST*	7.65	1.75		
M	Male SST*	7.82	2.84	5.55	Significant at 0.01 Level
	Female SST*	6.60	2.53		
N	Male SST*	5.08	1.75	1.07	Not Significant
	Female SST*	5.26	2.31		
O	Male SST*	8.08	2.79	4.43	Significant at 0.01 Level
	Female SST*	7.12	2.50		
Q1	Male SST*	6.28	2.84	5.28	Significant at 0.01 Level
	Female SST*	5.14	2.43		
Q2	Male SST*	8.24	2.22	6.09	Significant at 0.01 Level
	Female SST*	7.13	2.24		
Q3	Male SST*	5.70	2.22	1.09	Not Significant
	Female SST*	5.48	2.70		
Q4	Male SST*	2.85	2.16	4.78	Significant at 0.01 Level
	Female SST*	3.76	2.49		

SST*= Secondary School Teachers

Table 1 shows the mean comparison between Male and Female Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, E, G, H, I, L, M, O, Q1, Q2, and Q4 where as they don't differ significantly on factors F, N and Q3. The table further indicates that Male Secondary School Teachers were found to be Outgoing (A+), More Intelligent (B+), Emotionally Stable (C+), Assertive (E+), Moralistic (G+), Bold (H+), Tough Minded (I-), Hard to Fool (L+), Imaginative (M+), Apprehensive (O+), Experimenting (Q1+), Resourceful (Q2+) and Relaxed (Q4-)

where as Female Secondary School Teachers were found Reserved (A-), Less Intelligent (B-), Emotionally Less Stable (C-), Submissive (E-), Expedient (G-), Shy (H-), Tender Minded (I+), Trusting (L-), Practical (M-), Self-assured (O-), Conservative (Q1-), Group Oriented (Q2-) and Tense (Q4+). The two groups show similarity on factors F (Sober vs. Enthusiastic), N (Forthright vs. Shrewd) and Q3 (Undisciplined vs. Compulsive). Therefore hypothesis no 1 in chapter 1 which reads as "Male and Female Secondary School Teachers differ significantly on 16 Personality Factor " stands accepted.

Table 3: Showing the Mean Comparison between Rural and Urban Secondary School Teachers on Personality Factors (N=300 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Rural SST*	7.20	1.47	6.27	Significant at 0.01 Level
	Urban SST*	8.18	2.27		
B	Rural SST*	7.13	2.55	4.96	Significant at 0.01 Level
	Urban SST*	8.12	2.33		
C	Rural SST*	6.55	2.08	4.48	Significant at 0.01 Level
	Urban SST*	7.43	2.69		
E	Rural SST*	6.67	2.30	3.78	Significant at 0.01 Level
	Urban SST*	7.42	2.55		
F	Rural SST*	4.49	2.25	4.80	Significant at 0.01 Level
	Urban SST*	5.87	2.53		
G	Rural SST*	6.94	1.80	3.37	Significant at 0.01 Level
	Urban SST*	7.48	2.11		
H	Rural SST*	6.76	2.14	3.90	Significant at 0.01 Level
	Urban SST*	7.41	1.93		
I	Rural SST*	6.24	2.23	0.47	Not Significant
	Urban SST*	6.14	2.90		
L	Rural SST*	7.16	2.05	5.84	Significant at 0.01 Level
	Urban SST*	8.22	2.38		
M	Rural SST*	5.30	2.91	3.70	Significant at 0.01 Level
	Urban SST*	6.17	2.85		
N	Rural SST*	5.14	1.85	0.35	Not Significant
	Urban SST*	5.20	2.24		
O	Rural SST*	7.22	2.79	4.11	Significant at 0.01 Level
	Urban SST*	8.16	2.81		
Q1	Rural SST*	4.33	2.23	4.40	Significant at 0.01 Level
	Urban SST*	5.16	2.38		
Q2	Rural SST*	2.96	1.91	1.10	Not Significant
	Urban SST*	2.75	2.67		
Q3	Rural SST*	5.88	2.33	1.40	Not Significant
	Urban SST*	5.67	2.61		
Q4	Rural SST*	3.72	2.99	4.91	Significant at 0.01 Level
	Urban SST*	2.67	2.91		

Table 2 shows the mean comparison between Rural and Urban Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, E, G, H, L, M, O, Q1, and Q4 where as they don't differ significantly on factors I, N, Q2 and Q3. The table further indicates that Urban Secondary School Teachers were found to be Outgoing (A+), More Intelligent (B+), Emotionally Stable (C+), Assertive (E+), Enthusiastic (F+), Moralistic (G+), Bold (H+), Tough Minded (I+), Hard to Fool (L+), Imaginative (M+), Apprehensive (O+), Experimenting (Q1+), and Relaxed

(Q4+) where as Rural Secondary School Teachers were found Reserved (A-), Less Intelligent (B-), Emotionally Less Stable (C-), Submissive (E-), Sober (F-), Expedient (G-), Shy (H-), Tender Minded (I-), Trusting (L-), Practical (M-), Self-assured (O-), Conservative (Q1-), and Tense (Q4+). The two groups show similarity on factors I (Sober vs. Enthusiastic), N (Forthright vs. Shrewd), Q2 (Group-Oriented vs. Self Sufficient) and Q3 (Undisciplined vs. Compulsive). Therefore, hypothesis No. 2 in chapter 1 which reads as "Rural and Urban Secondary School Teachers differ significantly on 16 Personality Factor " stands accepted.

Table 4: Showing the Mean Comparison between Urban Male and Urban Female Secondary School Teachers on Personality Factors (N=150 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Urban Male SST*	8.97	1.89	7.96	Significant at 0.01 Level
	Urban Female SST*	7.19	2.02		
B	Urban Male SST*	8.23	1.94	8.00	Significant at 0.01 Level
	Urban Female SST*	6.39	2.04		
C	Urban Male SST*	8.87	2.01	4.81	Significant at 0.01 Level
	Urban Female SST*	7.79	1.87		
E	Urban Male SST*	8.74	1.86	0.04	Not Significant
	Urban Female SST*	8.73	1.93		
F	Urban Male SST*	8.09	2.10	2.59	Significant at 0.01 Level
	Urban Female SST*	8.73	2.17		
G	Urban Male SST*	5.01	1.73	2.01	Significant at 0.05 Level
	Urban Female SST*	4.59	4.59		
H	Urban Male SST*	7.71	1.87	6.28	Significant at 0.01 Level

	Urban Female SST*	6.33	1.93		
I	Urban Male SST*	2.89	1.86	2.60	Significant at 0.01 Level
	Urban Female SST*	3.32	1.93		
L	Urban Male SST*	8.85	1.71	2.64	Significant at 0.01 Level
	Urban Female SST*	8.31	1.83		
M	Urban Male SST*	8.59	1.65	7.92	Significant at 0.01 Level
	Urban Female SST*	7.03	1.76		
N	Urban Male SST*	4.97	1.53	5.11	Not Significant
	Urban Female SST*	5.91	1.65		
O	Urban Male SST*	8.97	1.86	4.44	Significant at 0.01 Level
	Urban Female SST*	7.97	2.03		
Q1	Urban Male SST*	7.29	1.89	3.37	Significant at 0.01 Level
	Urban Female SST*	6.53	2.01		
Q2	Urban Male SST*	8.51	2.03	6.19	Significant at 0.01 Level
	Urban Female SST*	9.97	2.05		
Q3	Urban Male SST*	5.77	2.03	1.06	Not Significant
	Urban Female SST*	6.01	1.89		
Q4	Urban Male SST*	3.49	1.91	2.67	Significant at 0.01 Level
	Urban Female SST*	4.09	1.97		

Table 3 shows the mean comparison between Urban Male and Urban Female Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, F, G, H, I, L, M, O, Q1, Q2, Q4 and at 0.05 Level on factor G where as they don't differ significantly on factors E, N and Q3. The table further indicates that Urban Male Secondary School Teachers were found to be Outgoing (A+), More Intelligent (B+), Emotionally Stable (C+), Enthusiastic (F-), Moralistic (G+), Bold (H+), Tough-minded (I-), Hard to Fool (L+), Imaginative (M+), Apprehensive (O+), Experimenting (Q1+), Group Oriented (Q2-) and Relaxed (Q4+) where as urban

Female Secondary School Teachers were found Reserved (A-), Less Intelligent (B-), Emotionally Less Stable (C-), Sober (F+), Expedient (G-), Shy (H-), Tender Minded (I+), Trusting (L-), Practical (M-), Self-assured (O-), Conservative (Q1-), Resourceful (Q2+) and Tense (Q4-). The two groups show similarity on factors E (Submissive vs. Dominant), N (Forthright vs. Shrewd) and Q3 (Undisciplined vs. Compulsive). Therefore hypothesis No. 3 in chapter 1 which reads as "Urban Male and Urban Female Secondary School Teachers differ significantly on 16 Personality Factor" stands accepted.

Table 5: Showing the Mean Comparison between Rural Male and Rural Female School Teachers on Personality Factors (N=150 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Rural Male SST*	8.03	2.25	11.91	Significant at 0.01 Level
	Rural Female SST*	5.43	2.11		
B	Rural Male SST*	5.65	1.94	6.45	Significant at 0.01 Level
	Rural Female SST*	4.17	2.03		
C	Rural Male SST*	6.97	2.12	8.99	Significant at 0.01 Level
	Rural Female SST*	4.71	2.23		
E	Rural Male SST*	8.50	2.02	6.86	Significant at 0.01 Level
	Rural Female SST*	6.91	1.99		
F	Rural Male SST*	7.67	1.86	2.19	Significant at 0.05 Level
	Rural Female SST*	7.19	1.92		
G	Rural Male SST*	6.91	1.82	2.58	Significant at 0.01 Level
	Rural Female SST*	6.37	1.80		
H	Rural Male SST*	8.79	1.86	2.58	Significant at 0.01 Level
	Rural Female SST*	8.23	1.90		
I	Rural Male SST*	2.29	2.06	0.04	Not Significant
	Rural Female SST*	2.28	1.99		
L	Rural Male SST*	8.03	2.03	4.51	Significant at 0.01 Level
	Rural Female SST*	6.99	1.96		
M	Rural Male SST*	7.05	1.92	3.87	Significant at 0.01 Level
	Rural Female SST*	6.17	2.01		
N	Rural Male SST*	5.19	1.87	2.65	Significant at 0.01 Level
	Rural Female SST*	4.61	1.91		
O	Rural Male SST*	7.19	1.85	4.33	Significant at 0.01 Level
	Rural Female SST*	6.27	1.83		
Q1	Rural Male SST*	5.27	1.91	6.78	Significant at 0.01 Level
	Rural Female SST*	3.75	1.97		
Q2	Rural Male SST*	7.97	1.85	7.78	Significant at 0.01 Level
	Rural Female SST*	6.29	1.89		
Q3	Rural Male SST*	5.63	2.06	2.85	Significant at 0.01 Level
	Rural Female SST*	4.95	2.07		
Q4	Rural Male SST*	2.21	1.79	6.01	Significant at 0.01 Level
	Rural Female SST*	3.43	1.72		

Table 4 shows the mean comparison between Rural Male and Rural Female Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, E, G, H, L, M, N, O, Q1, Q2, Q3, Q4 and at 0.05 Level on factor I where as they don't differ significantly on factor I. The table further indicates that Rural Male Secondary School Teachers were found to be Outgoing (A+), More Intelligent (B+), Emotionally Stable (C+), Dominant (E+), Enthusiastic (F+), Moralistic (G+), Bold (H+), Hard to Fool (L+), Imaginative (M+), Genuine (N+), Apprehensive (O+), Experimenting

(Q1+), Resourceful (Q2+), Lax (Q3+), Relaxed (Q4+) where as Rural Female Secondary School Teachers were found Reserved (A-), Less Intelligent (B-), Emotionally Less Stable (C-), Submissive (E-), Sober (F-), Expedient (G-), Shy (H-), Trusting (L-), Practical (M-), Shrewd (N-), Self-assured (O-), Conservative (Q1-), Group Oriented (Q2-), Compulsive (Q3-), and Tense (Q4-). The two groups show similarity on factor I (Tough Minded vs. Tender Minded). Therefore hypothesis No. 4 in chapter 1 which reads as "Rural Male and Rural Female Secondary School Teachers differ significantly on 16 Personality Factor " stands accepted.

Table 6: Showing the Mean Comparison between Urban Male and Rural Female Secondary School Teachers on Personality Factors (N=150 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Urban Male SST*	8.97	2.46	12.33	Significant at 0.01 Level
	Rural Female SST*	5.43	2.51		
B	Urban Male SST*	8.23	2.69	12.92	Significant at 0.01 Level
	Rural Female SST*	4.17	2.75		
C	Urban Male SST*	8.87	2.79	12.98	Significant at 0.01 Level
	Rural Female SST*	4.71	2.76		
E	Urban Male SST*	8.74	2.06	7.78	Significant at 0.01 Level
	Rural Female SST*	6.91	2.01		
F	Urban Male SST*	8.09	1.89	7.95	Not Significant
	Rural Female SST*	7.19	2.07		
G	Urban Male SST*	5.01	2.01	5.80	Significant at 0.01 Level
	Rural Female SST*	6.37	2.05		
H	Urban Male SST*	7.71	2.07	2.20	Significant at 0.05 Level
	Rural Female SST*	8.23	2.02		
I	Urban Male SST*	2.89	1.98	2.74	Significant at 0.01 Level
	Rural Female SST*	2.28	1.87		
L	Urban Male SST*	8.85	1.91	8.28	Significant at 0.01 Level
	Rural Female SST*	6.99	1.98		
M	Urban Male SST*	8.59	2.07	10.22	Significant at 0.01 Level
	Rural Female SST*	6.17	2.03		
N	Urban Male SST*	4.97	2.05	1.56	Not Significant
	Rural Female SST*	4.61	1.94		
O	Urban Male SST*	8.97	2.40	10.17	Significant at 0.01 Level
	Rural Female SST*	6.27	2.49		
Q1	Urban Male SST*	7.29	2.40	12.51	Significant at 0.01 Level
	Rural Female SST*	3.75	2.50		
Q2	Urban Male SST*	8.51	2.04	9.40	Significant at 0.01 Level
	Rural Female SST*	6.29	2.05		
Q3	Urban Male SST*	5.77	1.89	3.67	Significant at 0.01 Level
	Rural Female SST*	4.95	1.97		
Q4	Urban Male SST*	3.49	1.67	0.39	Not Significant
	Rural Female SST*	3.43	1.69		

Table 5 shows the mean comparison between Urban Male and Rural Female Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, E, G, H, I, L, M, O, Q1, Q2, Q3 and at 0.05 Level on factor H where as they don't differ significantly on factors F, N, Q4. The table further indicates that Urban Male Secondary School Teachers were found to be Outgoing (A+), More Intelligent (B+), Emotionally Stable (C+), Dominant (E+), Moralistic (G+), Bold (H-), Tough Minded (I+), Hard to Fool (L+), Imaginative (M+), Apprehensive (O+), Experimenting (Q1+), Resourceful (Q2+) and Lax (Q3+) where as Rural Female

Secondary School Teachers were found Reserved (A-), Less Intelligent (B-), Emotionally Less Stable (C-), Submissive (E-), Expedient (G-), Shy (H+), Tender Minded (I-), Trusting (L-), Practical (M-), Self-assured (O-), Conservative (Q1-), Group Oriented (Q2-) and Compulsive (Q3-). The two groups show similarity on factor F (Sober vs. Enthusiastic), N (Forthright vs. Shrewd) and Q4 (Relaxed vs. Tense). Therefore hypothesis No. 5 in chapter 1 which reads as "Urban Male and Rural Female Secondary School Teachers differ significantly on 16 Personality Factor " stands accepted.

Table 7: Showing the Mean Comparison between Rural Male and Urban Female Secondary School Teachers on Personality Factors (N=150 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Rural Male SST*	8.03	1.87	3.86	Significant at 0.01 Level
	Urban Female SST*	7.19	1.89		
B	Rural Male SST*	5.65	1.93	3.35	Significant at 0.01 Level
	Urban Female SST*	6.39	1.89		
C	Rural Male SST*	6.97	1.87	3.81	Significant at 0.01 Level
	Urban Female SST*	7.79	1.85		
E	Rural Male SST*	8.50	1.91	1.05	Not Significant
	Urban Female SST*	8.73	1.85		
F	Rural Male SST*	7.67	1.87	4.84	Significant at 0.01 Level
	Urban Female SST*	8.73	1.92		
G	Rural Male SST*	6.91	2.07	9.73	Significant at 0.01 Level
	Urban Female SST*	4.59	2.06		
H	Rural Male SST*	8.79	2.21	9.72	Significant at 0.01 Level
	Urban Female SST*	6.33	2.17		
I	Rural Male SST*	2.29	1.71	0.15	Not Significant
	Urban Female SST*	3.32	1.65		
L	Rural Male SST*	8.03	1.58	1.96	Significant at 0.05 Level
	Urban Female SST*	8.31	1.59		
M	Rural Male SST*	7.05	1.91	0.09	Not Significant
	Urban Female SST*	7.03	1.89		
N	Rural Male SST*	5.19	1.85	3.29	Significant at 0.01 Level
	Urban Female SST*	5.91	1.93		
O	Rural Male SST*	7.19	1.87	3.57	Significant at 0.01 Level
	Urban Female SST*	7.97	1.91		
Q1	Rural Male SST*	5.27	1.93	5.56	Significant at 0.01 Level
	Urban Female SST*	6.53	1.99		
Q2	Rural Male SST*	7.97	2.07	8.49	Significant at 0.01 Level
	Urban Female SST*	9.97	2.01		
Q3	Rural Male SST*	5.63	1.64	1.97	Significant at 0.05 Level
	Urban Female SST*	6.01	1.70		
Q4	Rural Male SST*	2.21	2.07	8.01	Significant at 0.01 Level
	Urban Female SST*	4.09	1.99		

Table 6 shows the mean comparison between Rural Male and Urban Female Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, F, G, H, N, O, Q1, Q2 and Q4 and at 0.05 Level on factors L and Q3 where as they don't differ significantly on factors E, I, M. The table further indicates that Urban Female Secondary School Teachers were found to be Reserved (A-), More Intelligent (B+), Emotionally Stable (C+), Expedient (G-), Hesitant (H-), Hard to Fool (L+), Forthright (N+), Apprehensive (O+), Experimenting (Q1+), Resourceful (Q2+), Lax (Q3+) and

Tense (Q4+) where as Rural Male Secondary School Teachers were found Outgoing (A+), Less Intelligent (B-), Emotionally Less Stable (C-), Conscientious (G+), Bold (H+), Trusting (L-), Shrewd (N-), Self-assured (O-), Conservative (Q1-), Group Oriented (Q2-), Compulsive (Q3-) and Relaxed (Q4-). The two groups show similarity on factor E (Submissive vs. Dominant), I (Tough Minded vs. Tender Minded) and M (Practical vs. Imaginative). Therefore hypothesis No. 6 in chapter 1 which reads as "Rural Male and Urban Female Secondary School Teachers differ significantly on 16 Personality Factor" stands accepted.

Table 8: Showing the Mean Comparison between Urban Male and Rural Male Secondary School Teachers on Personality Factors (N=150 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Urban Male SST*	8.97	2.07	4.13	Significant at 0.01 Level
	Rural Male SST*	8.03	1.86		
B	Urban Male SST*	8.23	2.25	10.24	Significant at 0.01 Level
	Rural Male SST*	5.65	2.11		
C	Urban Male SST*	8.87	2.09	7.91	Significant at 0.01 Level
	Rural Male SST*	6.97	2.07		
E	Urban Male SST*	8.74	1.86	0.69	Not Significant
	Rural Male SST*	8.59	1.90		
F	Urban Male SST*	8.09	1.85	1.96	Significant at 0.05 Level
	Rural Male SST*	7.67	1.86		
G	Urban Male SST*	5.01	1.93	8.39	Significant at 0.01 Level
	Rural Male SST*	6.91	1.99		
H	Urban Male SST*	7.71	1.97	4.88	Significant at 0.05 Level

	Rural Male SST*	8.79	1.86		
I	Urban Male SST*	2.89	1.93	2.72	Significant at 0.05 Level
	Rural Male SST*	2.29	1.89		
L	Urban Male SST*	8.85	1.97	3.56	Significant at 0.01 Level
	Rural Male SST*	8.03	2.01		
M	Urban Male SST*	8.59	2.07	6.43	Significant at 0.01 Level
	Rural Male SST*	7.05	2.02		
N	Urban Male SST*	4.97	1.86	1.01	Not Significant
	Rural Male SST*	5.19	1.93		
O	Urban Male SST*	8.97	2.07	7.51	Significant at 0.01 Level
	Rural Male SST*	7.19	2.03		
Q1	Urban Male SST*	7.29	2.05	8.51	Significant at 0.01 Level
	Rural Male SST*	5.27	2.06		
Q2	Urban Male SST*	8.51	2.03	2.35	Significant at 0.05 Level
	Rural Male SST*	7.97	2.01		
Q3	Urban Male SST*	5.77	1.91	0.62	Not Significant
	Rural Male SST*	5.63	1.98		
Q4	Urban Male SST*	3.49	1.95	5.52	Significant at 0.01 Level
	Rural Male SST*	2.21	2.06		

Table 7 shows the mean comparison between Urban Male and Rural Male Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, G, L, M, O, Q1 and Q4 and at 0.05 Level on factors F, H, I and Q2 where as they don't differ significantly on factors E, N, Q3. The table further indicates that Urban Male Secondary School Teachers were found to be Outgoing (A+), More Intelligent (B+), Emotionally Stable (C+), Enthusiastic (F+), Conscientious (G-), Hesitant (H-), Hard to Fool (L+), Practical (M+), Apprehensive (O+), Experimenting (Q1+), Resourceful

(Q2+) and Relaxed (Q4+) where as Rural Male Secondary School Teachers were found Reserved (A-), Less Intelligent (B-), Emotionally Less Stable (C-), Restrained (F-). Expedient (G+), Bold (H+), Trusting (L-), Imaginative (M-), Self-assured (O-), Conservative (Q1-), Group Oriented (Q2-) and Relaxed (Q4-). The two groups show similarity on factor E (Submissive vs. Dominant), N (Forthright vs. Shrewd) and Q3 (Undisciplined vs. Following-Self-image). Therefore hypothesis No. 7 in chapter 1 which reads as "Urban Male and Rural Male Secondary School Teachers differ significantly on 16 Personality Factor " stands accepted.

Table 9: Showing the Mean Comparison between Rural Female and Urban Female Secondary School Teachers on Personality Factors (N=150 in each Group)

Factor	Group	Mean	S.D	t- Value	Level of Significance
A	Rural Female SST*	5.43	1.86	8.08	Significant at 0.01 Level
	Urban Female SST*	7.19	1.91		
B	Rural Female SST*	4.17	2.06	9.35	Significant at 0.01 Level
	Urban Female SST*	6.39	2.05		
C	Rural Female SST*	4.71	2.12	12.28	Significant at 0.01 Level
	Urban Female SST*	7.79	2.22		
E	Rural Female SST*	6.91	2.07	7.72	Significant at 0.01 Level
	Urban Female SST*	8.73	2.01		
F	Rural Female SST*	7.19	2.04	6.50	Significant at 0.01 Level
	Urban Female SST*	8.73	2.06		
G	Rural Female SST*	6.37	2.07	7.48	Significant at 0.01 Level
	Urban Female SST*	4.59	2.05		
H	Rural Female SST*	8.23	1.97	8.26	Significant at 0.01 Level
	Urban Female SST*	6.33	2.01		
I	Rural Female SST*	2.28	1.99	4.45	Significant at 0.01 Level
	Urban Female SST*	3.32	2.05		
L	Rural Female SST*	6.99	1.91	6.04	Significant at 0.01 Level
	Urban Female SST*	8.31	1.87		
M	Rural Female SST*	6.17	2.02	3.67	Significant at 0.01 Level
	Urban Female SST*	7.03	2.03		
N	Rural Female SST*	4.61	2.07	5.45	Significant at 0.01 Level
	Urban Female SST*	5.91	2.06		
O	Rural Female SST*	6.27	1.86	7.56	Significant at 0.01 Level
	Urban Female SST*	7.97	2.03		
Q1	Rural Female SST*	3.75	2.06	11.65	Significant at 0.01 Level
	Urban Female SST*	6.53	2.07		
Q2	Rural Female SST*	6.29	2.04	7.18	Significant at 0.01 Level
	Urban Female SST*	7.97	2.01		
Q3	Rural Female SST*	4.95	2.02	4.48	Significant at 0.01 Level
	Urban Female SST*	6.01	2.07		
Q4	Rural Female SST*	3.43	2.23	2.54	Significant at 0.05 Level
	Urban Female SST*	4.09	2.26		

Table 8 shows the mean comparison between Rural Female and Urban Female Secondary School Teachers on 16 Personality Factors. The table indicates that the two groups differ significantly at 0.01 level on factors A, B, C, E, F, G, H, I, L, M, N, O, Q1, Q2 and Q3 and at 0.05 Level on factors Q4. The table further indicates that Urban Female Secondary School Teachers were found to be Outgoing (A+), More Intelligent (B+), Emotionally Stable (C+), Assertive (E+), Enthusiastic (F+), Expedient (G-), Hesitant (H-), Tough Minded (I+), Hard to Fool (L+), Practical (M+), Shrewd (N+), Apprehensive (O+), Experimenting (Q1+), Resourceful (Q2+), Compulsive (Q3+), and Relaxed (Q4+) where as Rural Male Secondary School Teachers were found Reserved (A-), Less Intelligent (B-), Emotionally Less Stable (C-), Submissive (E-), Restrained (F-), Conscientious (G+), Bold (H+), Tender Minded (I-), Trusting (L-), Imaginative (M-), Forthright (N-), Self-assured (O-), Conservative (Q1-), Group Oriented (Q2-), Lax (Q3-) and Tense (Q4-). Therefore hypothesis no. 8 in chapter 1 which reads as “Rural Female and Urban Female Secondary School Teachers differ significantly on 16 Personality Factor “ stands accepted.

Major Findings

On the basis of analysis of data, the following conclusions have been drawn.

1. The data on attitude of secondary school teachers was analyzed by applying t-test. It was found that male in comparison to female 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. They were confident in what they had been taught to believe, preferred to work and make decisions with other people. On the other hand, 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.
2. The Urban as compared to Rural 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.
3. Urban Male as compared to Urban Female Secondary School Teachers were found to be adaptable, bright, Outgoing, More Intelligent, mature, Emotionally Stable,

Enthusiastic, Moralistic, Bold, Tough-minded, Hard to Fool, Imaginative, 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, 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.

4. Rural Male in comparison to Rural Female 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.
5. Urban Male as compared to Rural Female Secondary School Teachers were found to be Outgoing, More Intelligent, Emotionally Stable, Dominant, Moralistic, Bold, Tough Minded, Hard to Fool, Imaginative, Apprehensive, Experimenting, Resourceful and Lax. On the other hand, Rural 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 Compulsive. Further, the results were also verified by drawing the profile similarity comparison between Urban Male and Rural Female Secondary School Teachers on 16 Personality Factors.
6. Urban Female in comparison to Rural male Secondary School Teachers were found to be Reserved, More Intelligent, Emotionally Stable, Expedient, Hesitant, Hard to Fool, Forthright, Apprehensive, Experimenting, Resourceful, Lax and Tense. On the other hand, 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 Rural Male and Rural Female Secondary School Teachers on 16 Personality Factors. The result indicates that there is slight similarity in the Personality Profile of Rural Male and Urban Female Secondary School Teachers.
7. Urban Male as compared to Rural Male Secondary School Teachers were found to be Outgoing, More Intelligent, Emotionally Stable, Enthusiastic, Conscientious, Hesitant, Hard to Fool, Practical, Apprehensive, Experimenting, Resourceful and Relaxed. As against these, 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.

8. Rural Female as compared to Urban 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 where as Rural Male 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.

References

1. Adu EO, Olatundun SO. Teacher's Perception of Teaching as Correlates of Student's Academic Performance in Oyo State Nigeria. *Essays in Education*. 2007; 20:57-63.
2. Ahangar SD, Nadeem NA. Urdu adaptation of California Test of Personality and its Standardization, Unpublished M. Phil Dissertation, University of Kashmir, 2004.
3. Bell ML, Bolding JT. Personality differences of student teachers and cooperating teachers: *Southern Journal of Educational Research*. 1972; 6(4):195-201.
4. Cattell RB, Cattell AKS, Cattell HB. Sixteen Personality Factor Questionnaire. 5th ed. Champaign (IL): Institute for Personality and Ability Testing, Inc, 1993.
5. Conn SR, Rieke ML. The 16PF Fifth Edition technical manual. Champaign, IL: Institute for Personality and Ability Testing, Inc, 1994.
6. Hafiz Mudasir. Self-perception, Personal and Social Adjustment-A study of Teacher Trainees. Unpublished PGDHE Dissertation. IGNOU, Srinagar, J&K, 2013.
7. Halpin G, Halpin G, Harris K. Personality characteristics and self-concept of pre-service teachers related to their pupil control orientation: *Journal of Experimental Education*. 1982; 50(4):195-199.
8. Russell MT, Karol D. 16PF Fifth Edition administrator's manual, 2002.
9. Cattell RB. The description and measurement of personality. New York: World Book, 1946.
10. Cattell HB. The 16PF: Personality in depth. Champaign, IL: IPAT, 1989.
11. Meit SS, Meit HT, Yasek V. Personality traits of incoming WVU medical students: phase I gender findings. *W V Med J*. 1999; 95:123-6.