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 Title of the Thesis: '*A Study of Personality characteristics and Values of Secondary school teachers in relation to their Classroom Performance and Students likings.*

ABSTRACT

          Secondary school teacher has to develop proper attitude which would enable them to help pre-adolescents, put under his care, in their proper growth and development. Secondary school teachers may include career guidance and job placement, as well as follow-ups with students after graduation. Personality and values of the teacher have a great impact on behaviour of the students as well. The students listen attentively and achieve more in the classes of teachers, whom they like. Students liking for the teacher sets an air of effectiveness of his/her teaching.The importance of Secondary school teachers cannot be therefore ignored. The present study is intended to analyze the *Personality characteristics and Values of Secondary school teachers in relation to their Classroom Performance and Students likings.***400** teachers teaching 9th and 10th drawn with the help of applying technique of 27% above and 27% below from 742 Secondary school teachers and 500 students drawn randomly from three major districts of Kashmir (Srinagar. Anantnag, and Baramula) served as the sample for the present study.Various statistical methods including mean, S.D, 't' test Profile similarity comparison has been used to find out the significance mean difference between high performing and low performing Secondary school teachers, group to group comparison by applying profile similarity coefficient, Karl Pearsons Product moment method of correlation has been used to find out the relationship between high performing and low performing Secondary school teachers under study.

MAJOR FINDINGS:

1. High performing Secondary Schools teachers show high mean on some personality factors and low mean on some personalit**y** factors than Low performing Secondary school teachers. High performing have been found {(A+), (B+), (C+), (E+), (F+), (G+), (H+), (I-), (L+), (M-), (N-), (O-), (Q_1+), (Q_2-), (Q_3+), (Q_4-)} and Low Performing Secondary school teachers have been found { (A-), (B-), (C-), (E-), (F-), G-), (H-), (I+), (L-), (M+), (N+), (O+), (Q_1-), (Q_2+), (Q_3-), (Q_4+)}.

    High performing Secondary school teachers have given the following order of preference for the different values viz, Social, Religious, Theoretical, Political Economic, Aesthetic. Low performing Secondary school teachers have given the following order of preference for the different values viz, Social, Religious, Economic, Theoretical, Political, Aesthetic values. The overall analysis of Secondary school teachers on classroom performance has shown that 26.95% Secondary school teachers were having High classroom performance 46.10 % of Secondary school teachers were

having Average classroom performance and 26.95% were having low classroom performance.

2. High performing Secondary school teachers in comparison to low performing Secondary school teachers have been found *Outgoing, More intelligent, Emotionally stable, Assertive independent, Enthusiastic, Conscientious, Socially bold, Realistic, Hard to fool, Practical, Forthright, Confident, experimenting, "Joiner" and Sound follower, Controlled, Relaxed.* **On the other hand t**he Low Performing Secondary school teachers have been found *Reserved, less intelligent ,Emotionally less stable, Humble, Taciturn, Expedient, Shy, Tender-minded, Easy to get on with/ Imaginative, Shrewd, Depressive, Conservative, Prefers own decisions, Undisciplined, Tense.* It has been found that there is a significant difference between high performing and low performing Secondary school teachers on personality characteristics.

3. There is a no similarity between high and low performing Secondary school teachers on personality profile.

4. On mean comparison of high performing & low performing Secondary school teachers on values namely Theoretical, Economic, Aesthetic, Social, Political and religious values significant difference have been found at 0.01 level. High performing Secondary school teachers have *high Theoretical, Aesthetic, Social*, *Political, Religious* value than Low performing Secondary school teachers. Whereas, Low performing Secondary school teachers have *high Economic value* than High performing Secondary school teachers.

5. There is positive relationship between personality characteristics and classroom performance of High performing Secondary school teachers.

6. There is negative relationship between personality characteristics and classroom performance of low performing Secondary school teachers.

7. There is positive relationship between theoretical, aesthetic, social, political and religious values with classroom performance of High performing Secondary school teachers and negative relationship between economic value and classroom performance.

8. There is negative relationship between theoretical, aesthetic, social, political and religious values with classroom performance and positive relationship between economic value and classroom performance of low performing Secondary school teachers.

9. There is *positive relationship between classroom performance and students likings* of high performing teachers. The relationship between classroom performance and students likings have been found significant at 0.01 levels.

10. There is negative relationship between classroom performance and Students likings of low performing teachers. The negative relationship between classroom performance and students likings of low performing teachers have been found significant at 0.01 levels. .