



Notice for the PhD Viva-Voce Examination

Ms Mary Thomas (Registration Number: 1444602), PhD scholar at the School of Education, CHRIST (Deemed to be University), Bangalore will defend her PhD thesis at the public viva-voce examination on Thursday, 28 November 2024 at 11.30 am in Room No. 044, Ground Floor, R & D Block, CHRIST (Deemed to be University), Bengaluru - 560029.

Title of the Thesis : **Influence of Perceived Autonomy Support and Personality Traits on Accountability of Higher Secondary School Teachers**

Discipline : **Education**

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The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Place: Bengaluru
Date: 20 November 2024


Registrar

ABSTRACT

The term 'Accountability, originated from ethics. It deals with proper behaviour, being responsible for one's actions towards other people and agencies. (Levitt et al., 2008). The study examined the influence of perceived autonomy support and personality traits on accountability of higher secondary school teachers. The major findings are as follows. There is a positive correlation between accountability of teachers and perceived autonomy support; accountability of teachers and personality traits; and perceived autonomy support and personality traits. Whereas the regression analysis shows that perceived autonomy support and personality traits have very low influence on accountability of higher secondary school teachers. There is significant difference in accountability of higher secondary school teachers based on subjects.

Teachers of Arts and Humanities have higher scores in accountability of teachers and its components such as professional commitment, recognition and integrity, collegial climate, commitment to students than language, science and commerce teachers. There is significant difference in conscientiousness component of personality traits based on type of schools. Unaided school teachers have higher scores in conscientiousness. There is significant difference in openness of personality traits among higher secondary school teachers based on subjects. Openness is higher among language teachers.

Keywords: Higher Secondary School Teachers, Accountability, Perceived Autonomy Support, Personality Traits

Publications:

1. **Thomas, M., & Thomas, K. A. (2020).** Research Paradigms for Sustainable Development in Education [Review of the book Research Paradigms for Sustainable Development in Education]. Book of Research Papers, publication@christuniversity.in, pp. 170-178.
2. **Thomas, M., Thomas, K. A., & Pereira, C. (2017).** A Study on Accountability and Perceived Autonomy Support among Pre-university College Teachers [Review of the book A Study on Accountability and Perceived Autonomy Support among Pre-university College Teachers]. *Anveshana International Journal of Research in Education, Literature, Psychology and Library Sciences*, 2(1), 12-20. Retrieved from <http://publications.anveshanaindia.com>