Chapter-I

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INTRODUCTION

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. The social, cultural and material status of educators should be considered as a matter of priority.

As is mentioned in National Policy on Education (1986) that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

Glass (2011) opined that effective teachers have high expectations for all students and help them to learn and to bring positive academic, attitudinal and social outcomes for the betterment of society. Parihar (2011) viewed that effective teacher is one who consistently achieve his goals that are related either directly or indirectly to student learning. Teacher educators are, as such, the avenues of effective teaching and the strategies adopted for that purpose needs orientation and reorientation with changing needs and priorities in teacher education. The quality of nation depends upon the quality of its citizens and the quality of its citizens depends indirectly upon the quality of teacher education. The quality of teacher education depends more than any other factor, upon the quality of their teachers, so the education of teachers should be given more importance.

Mani (1988) viewed that teacher has a role as an instructor, as a scholar, as a pedagogue, as a trainer, as an educator, as stimulator and as a guide for the
It is an established fact that teacher’s qualities, personality, character help the pupils to become good human beings thereby, contribute in building a knowledgeable and coherent society. In addition to the personality, personal qualities like; qualifications, interest, job satisfaction, good mental health are certain very important characteristics of the teacher, which affect his teaching and effectiveness.

Campbell and Wahl (1998) reported that teachers were the leaders and shapers of the classroom and should be vested in making education work. As reported by Sodhi and Suri (2000) the whole system of education depends upon the quality, the competence and the devotion of the teachers. The ability to adjust his or her style to meet the student needs is important when determining high quality outcomes. Goldenberg (2001) stated that effective teachers build strong relationships with the parents of their students. They communicate regularly with parents, treat them with respect and make them feel welcome, in their classrooms.

It is, now, being increasingly realized that teacher is a factor, which promotes quality in education, also observes by the Indian Education Commission (1964-66) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant. National Policy of Education (1986) also recommended incentives for good teachers. As Singh (2006) stated that teachers are considered the most important asset for any institution. Effective teacher as described by Cotton (1995) is that who has clear standards for classroom behavior, clear and focused instruction, and use effective questioning techniques, provided feedback, and used a variety of assessment strategies.

Hedge (2009) stated that teachers are the social doctors. In the words of Padron et al. (2002) key criterion for culturally relevant teaching is nurturing and supporting competence in both home and school cultures. Teachers should use the students' home cultural experiences as a foundation upon which to
develop knowledge and skills. Content learned in this way is more significant to the students and facilitates the transfer of what is learned in school to real-life situations. Whereas Thompson (2010) emphasized that teachers should encourage such a classroom environment that is inviting, respectful, supportive, inclusive and flexible among students.

Rist (1970) reported that effective and consistent communication of high expectation helps students to develop a healthy self-concept. Teacher provides the structure for intrinsic motivation and fosters an environment in which the student can be successful. As Pressley et al. (2001) also emphasized that effective teachers maintain instructional balance. They teach basic skills as needed but do not overemphasize them. Taylor et al. (2002) opined that effective teachers engage children in challenging discussions and writing in response to what they have read. According to National Reading Panel (2000) effective teachers teach word recognition and comprehension strategies as well as skills. They teach children how to transfer word recognition and comprehension skills they have learned into strategies they can use independently when reading or writing.

Paris and Paris (2001) viewed that effective teachers do not rely only on teacher-directed instruction. They provide a substantial amount of coaching in the form of support and feedback as their students are reading and writing. They refrain from doing too much talking, allowing their student time to engage in literacy activities. Effective teachers foster self-regulation in their students. They encourage students to work independently and take responsibility for their own learning but Barrera and Jimenez (2002) opined that effective teachers provide motivating instruction and foster active pupil involvement. They give their students many opportunities to engage in meaningful reading and writing activities. Whereas Wharton et al. (1998) reported that effective teachers have high expectations for their students’ behavior and their reading growth. They believe their students can achieve at high levels in reading and writing. They also believe their students will work hard whether they are with the whole class,
in a small group, with a partner or working on their own. Effective teachers of excellent classroom managers work with their students to develop class rules and routines and are persistent in seeing these rules and routines honored in the classroom.

1.1 CONCEPTUAL FRAMEWORK

1.1.1 Teacher Effectiveness

Effective teachers are not thinking about what to do; they are responding in a predictable manner to the student behavior. In establishing a productive learning environment, effective teachers are recapturing instructional time that is often lost in administrative activities, discipline and transitions.

Kulsum (2006) stated that teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement whereas Anderson (1991) stated that an effective teacher is one who achieves the goals set by him or have set for him by others. An effective teacher must possesses the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved.

Reiman et al. (1998) revealed that teachers at the highest levels of professional expertise and psychological development were reflective; capable of understanding the assumptions; beliefs, values behind choices; capable of balancing the students intellectual achievements and interpersonal learning in the classroom; used a collaborative approach with students to control the classroom and encouraged creativity and flexibility to create interactive classrooms. Walsh et al. (2007) viewed that a teacher is having high verbal ability is more effective. Teachers’ level of literacy as measured by vocabulary and other standardized tests affect student achievement more than any other measurable teacher attribute.

Combs (1974) stated that the effective teacher is a unique human being who has learned to use him/her effectively and efficiently to carry out his/her
own and society’s purpose in the education but William et al. (2007) viewed that students have higher achievement in reading when they attend school characterized by higher levels of teachers’ collaboration. Effective teachers will be even more effective in a collaborative workplace. Generally, a good teacher is one who favorably affects his students, and who helps them develop the necessary skills and work habits along with desirable attitudes and personal style. Rosenshine and Furst (1971) identified those variables of teacher behavior that contributed to teaching effectiveness including: variability, enthusiasm, task-oriented, providing students opportunities to learn, using student ideas, amount of criticism, using structuring comments, types of questions, probing student responses, and level of difficulty of instruction.

Atkins et al. (2005) stated that the extent to which teachers are able to deal effectively with their own and others' emotions can be considered a reflection of their own emotional intelligence whereas Norton et al. (1980) also stated that most influential dramatic behaviors include controlling mood: telling a good story, catching people to laugh, being entertaining and are concomitant with being perceived as an effective teacher. Andersen (1979) opined that an effective teacher is one who produces positive outcomes in all three domains of learning: positive student affect, behavioral commitment to the course content and student cognitive learning. Positive affect is central to understanding students’ perception of effective teaching. So an effective teacher is the product of number of variables they may be age, experience, sex, academic qualifications, martial status, income and in service programme. Gibson et al. (1984) viewed that effective teachers know how to use instructional techniques, such as mastery learning and cooperative learning. Glass(2011) opined that effective teachers use different resources to plan and structure learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence, contribute to the development of classrooms and schools that value diversity and civic-mindedness and collaborate with other teachers, administrators, parents, and education professionals to ensure student success.
Ory et al. (2001) stated that the professionals in the field of teacher evaluation advocate a multiple-source and multiple-method approach to evaluating teaching effectiveness. The collection of student ratings should be combined with data collected from different sources using various methods such as peer review, teaching portfolios, classroom-observations, or self-evaluation but some other educationalist opined professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance. Whereas Theall et al. (2001) stated that the most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students’ ratings of the amount learned in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings.

Anderson et al. (2001) stated that teacher effectiveness does not mean that everything that teachers think about should be related to the attainment of some goal. Teachers, like the rest of us, often do things on their own initiative that are independent of any motivation to fulfill a certain goal. Teaching is intentional because we always teach for some purpose, primarily to facilitate learning. Teaching is reasoned because what teachers teach their students is judged by them to be worthwhile. Chayya (2001) while summing up the characteristics of effective teaching, states that effective teachers take personal responsibility for student's learning, determines the difficulty of the lesson with the abilities of the students, give the opportunities to students to practice newly learned concepts, maximize instructional time to increase content coverage, provide direction and control of student learning, use a variety of instructional, verbal methodology and visual aids, try to elicit responses from students each time a question is asked, present material in small steps, encourage students to reason out, initiate classroom dialogues, encourage independent thinking, problem solving and decision making, and provide methods of learning with mental strategies for organising and learning the content being taught.
Emmer et al. (1991) recommend research to explore the relationship between teacher emotions and efficacy beliefs. Efficacy beliefs are the product of cognitive processing of diverse sources of information but Thibodeaux (1985) noted that when confronted with contradictory verbal and nonverbal cues, people tend to give more importance to nonverbal cues. This suggests that, regardless of a teacher’s level of preparedness or the organization of learning activities, the nonverbal cues of the teacher have a greater positive influence on learners’ affect and perceptions of an instructor’s teaching effectiveness. Factors found to significantly influence positive student affect and therefore positive student perceptions of teaching effectiveness include solidarity, communicator style and immediacy. Suydam (1983) indicated that effective teachers are concerned about their achievement; offer encouragement; involve students through questions and discussion; allowing few distractions and interruptions; establish and follow simple but consistent rules; monitor pupils’ behavior carefully; move around the classroom and give clear directions.

Good et al. (1994) described effective teachers as those who set high, realistic goals, presented information in ways to meet student needs, monitored student progress and provided opportunities for students to apply what they had learned whereas Bandura (1994) asserted that people with a strong sense of efficacy set themselves more challenging goals and maintain stronger commitment to those goals than do people with a poorer sense of efficacy. Demmon (1986) presented 15 characteristics and techniques that were found among effective teachers. The characteristics included: strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, willingness to tailor teaching to students’ needs, belief in their own efficacy, use of varied teaching strategies, use of preventative discipline, caring, use of a democratic approach, task – oriented, concerned with perceptual meanings rather than facts and events, comfortable interactions with others, good management skills, accessibility to students outside the class, flexibility and imagination in their ideas.
Borich (1996) stated that an effective teaching is when the teacher uses what he or she knows of children abilities and applies them to the classroom, having the ability to know what individual students needs in order to encourage and their learning process. In the past a good teacher was considered as having such psychological characteristics, attitude, experience, aptitude and achievement. The measure of the teacher was the performance of the teacher and not the performance of the students whereas Henson et al. (2001) revealed that a set of teaching behaviors that had positive relationships with certain kinds of student learning. Teachers who run businesslike classrooms have been found to be effective in producing certain kinds of student learning. The research on effective teaching identified five key behaviors and five helping behaviors that serve as a useful framework for measuring and evaluating teaching effectiveness. The five key behaviors are; lesson clarity, instructional variety, teacher task orientation, engagement in learning process and student success rate. Henson also explained five helping behaviors related to effective teaching; using student ideas and contributions, structuring, questioning, probing and enthusiast.

Brodie (1998) described teaching effectiveness as the degree to which a teacher facilitates students’ aspirations. Some common descriptors of effective teachers include enthusiastic, charismatic, and expressiveness whereas Taylor et al. (1999) emphasized that teachers who have higher rates of communication with parents are viewed as more effective. Effective teachers have more students in their classes on task, engaged in learning and spend more time working with small groups throughout the day. Kher et al. (1999) stated that effective teaching revolves around the connection between teachers and students. Whereas Richardson and Arundell (1989) noted that an effective teacher gives a variety of examples, properly plans lessons, has mastery over subject matter, and increases learning of students.

Elliott et al. (2000) stated that effective teaching requires more than use of different teaching methods. Teachers need to know their students well and be
able to adapt their teaching styles to a particular classroom and to individual students. Gaubatz (2000) also stated that there are consistently high correlations between students’ ratings of the amount learned in the course and their overall ratings of the teacher and course. Walsh et al. (2000) expressed that teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes whereas Stronge (2002) stated that qualities of effective teachers are pre-requisites of effective teaching, that are teacher as a person, classroom management and organization, planning for instruction, implementing instruction, monitoring student progress and potential. Whereas Medley (1982) stated that the possession of knowledge and skills falls under the heading of teacher competence. Competence and teacher performance with the accomplishment of teacher goals is teacher effectiveness.

Young (1990) identified characteristics of effective teachers including the ability to plan and execute lessons, monitor student learning and behavior, conduct interesting and focused lessons based on a variety of methods, and maintain rapport with students and peers. Singh and Goel (2005) noted that teacher effectiveness and communication skill largely helps a teacher in classroom situation to enhance his teaching efficiency. There was a positive relationship between effectiveness of teacher and communication skills. Effectiveness of teacher depends on oral communication through which a teacher could shares his own knowledge, attitude and skills with student in the form of gestures, facial expressions, spoken or written messages. Indirect verbal behaviors were considered to be a sign of teacher effectiveness in directive approach is an equalizing process of the teacher student by making them both knowing subjects. If the teacher possess communication skills, such as; clear objectives, effective delivery, increasing fluency in questioning, illustrating with examples, increasing students participation, reinforcement, etc. themselves, they would be able to teach effectively.
Gibbs (2002) opined that an effective teacher believes that they can make a difference in student learning outcomes and they teach in a way that demonstrates that belief. Teacher effectiveness is governed by levels of self efficiency that is the belief teachers have about their teaching capabilities. Jayanthi et al. (2006) emphasized that an effective teacher plays an important role in shaping and molding the habits, manners and strong character of the students. Carlo (2007) stated that practicing learner centered approaches use their self efficacy in order to be effective in teaching. The use of learner centered practices was seen as effective warrant having high ratings based on student’s assessment.

Leigh (2006) opined that teaching experiences of teachers are positively correlated with teacher effectiveness, but find no positive effects of teacher qualifications on test scores of students. Kyriakides and Christoforou (2011) viewed that a quantitative synthesis of 88 studies of teacher effectiveness revealed that all teaching factors of the dynamic model are associated with students’ achievement.

So effective teacher is a key tone of the arch of national education. Teachers are the backbone of the nation. No nation can think of progress without the efforts of its teachers. The effective teacher is the planner, messenger, supervisor, evaluator, motivator, guide and human architect. There is no replacement of the teacher in education system. Teacher effectiveness depend upon teacher performance (Medly 1982; Borich, 1996; Anderson 2001) Verbal ability is one of the reason for teacher effectiveness (Rist, 1970; Pressley, Wharton-McDonald, Allington, Block, Morrow, Tracey, Baker, Brooks, Cronin, Nelson, Woo 2001). Relationship between the student and the teacher is an important component of teaching effectiveness (Brodie, 1998; Kher, 1999; Elliot, Kratochwill, Cook and Travers, 2000). Effective teachers always provided feedback (Goods and Brophy, 1994; Paris and Paris, 2001). Teacher’s personality traits affects the teacher effectiveness (Brodie, 1998; Stronge, 2002). Teacher effectiveness is the result of emotional intelligence (Emmer and
Hickman, 1991; Atkins and Stough, 2005). Classroom management and classroom organization influenced the effectiveness of teachers (Cotton, 1995; Wharton-McDonald, 1998; Barrera and Jimener, 2002; Stronge, 2003; Thompson, 2010). Effective teachers build strong relationships with their students’ parents. (Goldenberg, 2001; Taylor, Pearson, Peterson and Rodriguez 2002). Teacher effectiveness includes characteristics of a teacher, his personality and attitudes (Mani, 1998; Chhaya, 2001; Kulsum, 2006).

So it can be concluded that effective teachers possesses well balanced personalities, good character and positive attitudes towards the profession and shows more emotional maturity, satisfaction in life, higher level of intelligence and creativity than ineffective teachers. In the classroom effective teachers use various teaching skills, appropriate strategies to solve the classroom problems and create excellent environment for learning, whereas ineffective teachers can not show such type of classroom behaviour. Teacher effectiveness can also be assessed from the students’ achievement and teacher’s place in the school and community.

1.1.2 Job satisfaction

Job satisfaction is an attitude which results from a balanced summation of many positive and negative experiences in connection with the job. It expresses the extent of match between employee’s expectations of the job and rewards that the job provides. Anand (1972) opined that students liking for teachers and teachers for students are positively related with the job satisfaction of teachers whereas Lavingia (1974) viewed that job efficiency was positively correlated with job satisfaction. Buitendach et al. (2005) linked job satisfaction to increased productivity and organizational effectiveness.

Dixit (1993) stated that job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. Roy (1971) stated that there existed some degree of positive relationship between the teaching attitude and teaching efficiency, thereby showing that
superior efficiency goes with a favorable attitude and vice versa. Chawla (1968) expressed that dissatisfied teachers would produce dissatisfied students. Naturally satisfaction of teacher with their jobs is very crucial.

Hoppock (1967) expressed that job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between that which we have and what we want. Satisfaction can result from a job, which meets our needs today, or from a job that promises to meet them in future.

Spector (1996) stated that job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. Whereas Sharma et al. (2006) stated that attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching. Sempane et al. (2002) viewed that job satisfaction relates to an individual’s perceptions and evaluations of the job and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors, which they regard as being important to them. Job satisfaction is the extent to which an individual is satisfied and the extent to which an individual perceives that satisfaction as stemming from his total job situation. Locke et al. (2002) also viewed that job satisfaction is a pleasurable or a positive emotional state resulting from the appraisal of one’s job or job experience. Job satisfaction can be viewed as an employee’s observation of how well their work presents those things which are important to them.

Parwal (1984) stated that personality characteristics of satisfied teachers were reserved, cool, shy, trustworthy, controlled emotions, and un-frustrated. The professional interest and the enthusiasm that a person displays, the achievement of the goal of an individual and group in a given job situation is called the job satisfaction. Job satisfaction is a powerful force, a condition as
affected by or dependent upon moral and mental factors such as zeal, spirit, hope, confidence etc. whereas Adeyinka et al. (2007) revealed that a correlation exists between perceived motivation, job satisfaction, and commitment, although correlation between motivation and commitment was negative.

Young (2005) viewed that organizational climate and teachers’ involvement in curriculum reform are the direct factors to affect teachers’ job satisfaction, which is the important intermediate variable to influence on teachers’ professional commitment, autonomy and burnout. It is also concluded that organizational climate improves teachers’ professional commitment. What’s more, involving in curriculum reform not only facilitates teachers’ autonomy but also declines teachers’ burnout.

Conley et al. (1989) viewed that if teacher performance in schools is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers’ sense of professionalism and decreases their job dissatisfaction. Teacher satisfaction is attached to the freedom to try new ideas, intrinsic work elements and responsible levels. Evans et al. (1998) mentioned that factors such as teachers’ low salaries and low status, growing class sizes and changes in the education system have all contributed as causes of what has been interpreted as endemic of dissatisfaction within the profession.

Baron et al. (1991) also viewed that job satisfaction involves several basic components: specific beliefs about one’s job, behaviour tendencies with respect to it and feelings about it. Lakdawala et al. (1977) expressed that the reason for dissatisfaction were mostly the crowded classes and heavy workload but Kolte (1978) stated that intrinsic factors caused feeling of satisfaction and the extrinsic factors caused feeling of study were that achievement was responsible for the feeling of satisfaction, work itself was responsible for the satisfaction whereas Camp (1994) stated that job satisfaction with reference to the needs and values of individuals. Bishay (1996) also viewed that if employees are satisfied with their work they will show greater commitment. Conversely, dissatisfied workers with negative attitudes will ultimately leave the organization.
among teachers was associated with freedom to do their work as they saw fit, a sufficient supply of learning material and equipment, a good salary, a reasonable class size as well as the support and cooperation of colleagues.

Paul (1979) on the basis of his study revealed job satisfaction is based on gratification of higher order needs. Mc et al. (1985) stated that job satisfaction is an association of attitudes held by the members of an organization. The way each employee responds towards their work is an indication of the commitment towards their employers. Many employees are the opinion that downsizing, rightsizing and reengineering give employers an opportunity to dispose of those workers who are a liability to the organization. Organizational commitment and general job satisfaction have been identified as important to understand the work behaviour of employees in organizations. Thakkar (1977) revealed that there exists a significant passive correlation between age, job satisfaction and rapport. Kovack (1977) stated that job satisfaction is a component of organizational commitment. Without commitment, substantive change becomes problematic situation. Hence, job satisfaction appears to be one aspect of commitment. Job satisfaction and organizational commitment have been found to both be inversely related to such withdrawal behaviours as traditions, absenteeism and turnover.

Saad et al. (1988) emphasized that job satisfaction among teachers can be found as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Rosenholtz (1989) viewed that if teachers are dissatisfied with their work lives and lack commitment to their organizations, not only will teachers suffer, but their students will suffer as well. Wisniewski et al. (1997) maintained that high attrition rates amongst teachers can be attributed to job dissatisfaction. They viewed that a lack of recognition, few opportunities for promotion, excessive paperwork, loss of autonomy, lack of supplies, low pay and stressful interpersonal interactions all contributed to teachers’ decisions to leave their institutions. Satisfaction within teaching is associated with teacher effectiveness,
which ultimately affects student achievement. Ball et al. (1990) also revealed that teachers indicated that success in their work was a major reason for being satisfied in their choice of profession. Whereas Begley et al. (1993) opined that job satisfaction is correlated to enhanced job performance, positive work values, lower rates of absenteeism and burnout.

Kim et al. (1994) listed seven predictors of job satisfaction, namely: interaction with students, interaction with colleagues, professional challenges, professional autonomy, working conditions, salary and opportunity for advancement. Shan (1998) expressed that job satisfaction amongst teachers is a multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment, and in turn, a contributor to school effectiveness whereas Robbins (1998) indicated an encouraging but complex correlation between positive or negative dispositions and the various components of job satisfaction. When satisfaction is measured at a broader level, research has shown those organization with more satisfied workers are more effective than those with less satisfied workers. Job satisfaction is based on the difference between the amount of rewards that the workers receive and the amount keys believe they should receive.

Luthans (1995) viewed that job satisfaction is directly linked with some organizational phenomena like hierarchy, supervision, workers preference, decentralized administration; participation in decision making can bring job satisfaction. Whereas Ngidi et al. (2002) indicated that conditions under which black teachers work are demoralizing, as the black teacher in particular job has to cope with poor physical conditions such as overcrowding, inadequate equipment and lack of adequate facilities. This they maintain is a consequence of disparities in financial provisions. Poor physical conditions such as overcrowding may exacerbate problems such as teachers have to cover the syllabus in little time available, as well as a lack of time for marking and less preparation.
Usha et al. (2007) stated that job satisfaction of a teacher is also important as the ultimate desire of any person is the most favorable results from the activities he is doing. Satisfaction from doing anything related to his job will give extra energy and inspiration to a teacher to love his job more. Whereas Kumar et al. (2008) revealed that job satisfaction depends on the individual expectation, needs and values of an individual. If a person is satisfied with his job, his mental health is intact, he delivers quality inputs and there are various other advantages.

So job satisfaction is an important component for teacher effectiveness. For the betterment of society and development of a nation, it is necessary to see all round development of its children which is an outcome of the work of effective teachers. So we have to increase their job satisfaction so that their effectiveness can add glory of the future. Job satisfaction is the attitude of teachers toward the job (Chawla, 1968; McCormick and Ilgen, 1985). Job efficiency was positively correlated with job satisfaction (Roy, 1971; Lavingia, 1974). Students liking are positively related with job satisfaction (Anand, 1972). Job satisfaction is a component of organizational commitment (Kovack, 1977; Bishay, 1996). Job satisfaction is determined by the ratio between what we have and what we want (Hoppock, 1967; Kolte, 1978). Dissatisfaction of the teachers is the result of crowded classes and heavy workload of teachers (Lakadwala, 1977; Conley, Bacharach and Bauer, 1989; Camp, 1994; Kim and Loadman, 1994; Ngidi and Sibaya, 2002). Job satisfaction was a result of personality characteristics of teachers (Parwal, 1984; Saad, Neximan and Richal, 1988; Baron and Isen, 1991).

Job satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow and teachers have to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the present of the child but also the future. More over with the
implementation of free and compulsory primary education there is tremendous increase in the number and variety of educational institutions. India being a democratic country provides constitutional right to every minority to open up educational institutions according to their requirements. This has increased the variety among schools. On one hand with the result there is diversity in working conditions, pay scales, structure, location, equipment etc. whereas on the other hand we have the same age old stereotyped teacher training programs for each and every student who aspires to be teacher, this has lead to dissatisfaction among teachers.

1.1.3 Personality

Personality refers to our attempts to capture or summarize an individual’s essence. Personality is the science of describing and understanding persons. Personality is one of the most dominating factors in human life as everyone is continuously striving for good personality. Personality is the key stone of teacher effectiveness. Teacher's personality affects their own and the pupil's behavior, their ability to build up sound relationships with the pupils, their style of teaching and their perceptions and expectations of themselves as effective teacher and of children as learners. Together with intelligence, the topic of personality constitutes the most significant area of individual difference study. Holt (1971) stated that personality is purely a matter of social perception which it is meaningless to speak of anyone's personality apart from the particular people who interact with him, get impressions about him, and use trait terms in describing him. A trait is a simple behavioral pattern a disposition or tendency to behave in a particular way. The word personality derives from the Latin word persona, which means mask. The study of personality can be understood as the study of masks that people wear. These are the persons that people project and display, but also include the inner parts of psychological experience, which we collectively call our self.

Singh et al. (2004) stated that several traits together constitute a dimension of personality, which helps us in making distinction among persons.
Trait theory studies personality by its location or position on a number of scales, each of which represents a trait. Personality is the integration of those systems or habits that represent an individual’s characteristic adjustment to the environment. Fredenbery (1971) viewed that personality is a stable system of complex characteristics by which the life patterns of the individual may be identified.

Pervin (1980) viewed that personality represents those characteristics of the person or of people that generally account for consistent patterns of response to situations whereas Mogan et al. (1983) viewed positive relationship between teaching effectiveness and personality traits of a teacher. These traits include the attitudes, emotional tendencies, and character traits that form the personality of the teacher. Elias (2001) also stated that personality is the set of abilities that helps us to get along in life with other people in all kinds of life situations. It's our ability to express emotions, to detect emotions in others, to regulate our strong feelings when we have them.

Sherman (1979) opined personality as the characteristic pattern of behaviour, cognitions and emotions that may be experienced by individual and manifest to others. There are some important determinants which influence personality more than other factors. Genetic factors are basic that determine the personality development of an individual. Physiological determinants such as ductless glands, nervous system, emotion and motivation, all play an important role in the development of an individual’s personality. Then there are a number of psychological factors which directly and indirectly influence growth and development. Social and cultural factors also help in moulding personality.

Personality is the supreme realization of the innate idiosyncrasy of a living being. As Jung (1971) viewed personality the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination. Jung also developed a theory of personality, which defines eight personality types based on the opposing attitudes of introversion and
extroversion. According to him, attitudes refer to a predisposition to behave in a certain manner. People who are classified as introverts place importance on their subjective view of the world, while extroverts place more emphasis on objectivity and surrounding influences. Morrison et al. (1972) stated that each individual has characteristic attributes of personality which influence both the manner in which he behaves toward others and the ways in which they respond to him.

Nelson (1964) viewed that teachers and pupils deviate significantly in terms of their attitudes toward each other. He viewed that teachers are cognitively oriented toward pupils while pupils are affectively oriented toward teachers. Teacher’s personality is, therefore, directly and indirectly related to learning and teaching in the affective cognitive and psycho motor domains. But Evans et al. (1970) viewed that personality refers to the combination of characteristics that distinguished one person from all others. Personality is organized into a pattern or structure, which includes the social stimulus value and the self-concept or ego. Personality assessment is one means of discovering the potential abilities and limitation within the self.

Erikson (1964) considered the impact of external factors, parents and society on personality development from childhood to adulthood distinguished between the identifications that help shape a growing personality, and the identity that is later achieved. That is, the child identifies himself with significant people, such as parents and teachers, and incorporates attitudes, ideals, and personality traits from them. According to Erikson’s theory, every person must pass through a series of eight interrelated stages over the entire life cycle. Infant, toddler, preschooler, school-age child, adolescent, young adult, middle-aged adult and older adult. Whereas Hilgard (1965) stated that reports of great teachers commonly stress their personalities, rather than their scholarship or technical teaching skills. He suggested that we should not be afraid of showing feeling. Objectivity can be served by showing that there are those who believe
otherwise, but we need not do obeisance to other viewpoints by sterilizing our own enthusiasm into a vapid eclecticism.

Allport (1966) defined personality as the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Whereas Fernald et al. (1978) opined that personality is generally defined as the unique and characteristic ways in which an individual reacts to his or her surroundings; it is composed of relatively consistent patterns of behaviors. Something is being common to other individuals and other being distinct from all other individuals.

Callahan (1966) expressed that personality may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual. The teacher whose personality helps in creating and maintaining a classroom or learning environment in which students feel comfortable and in which they get motivation to learn is said to have a desirable teaching personality. Khan et al. (1973) also viewed that it can be postulated from the theory of interpersonal perception that a learner's attitudes toward the teacher will affect his attitudes toward the courses taught by the teacher and toward the school. It may be further postulated that the learner's attitude toward a teacher is a function of the teacher's personality whereas Murray (1972) viewed that personality is based on the assumption that the teacher as a person is a significant variable in the teaching-learning process. Personality influences the behavior of the teacher in diverse ways, such as interaction with students, methods selected and learning experiences chosen.

Singer et al. (1972) viewed the personality as a self and a set of enduring of complex dispositions which differentiate one person from another and which also give each of us some sense of uniqueness as well as commonality with the human race whereas Smith et al. (1975) viewed that speech rate is positively correlated with perceived competence and that speech rate has an inverted relationship with agreeableness.
Davidiff (1976) defined personality as the unique pattern of relatively enduring behaviours, feelings, thoughts, motives, interests and attitudes that characterize a particular individual. But Smith et al. (1982) expressed that personality is not an existing substantive entity to be searched for but a complex construct to be developed and defined by the observer.

Hawes et al. (1982) viewed that personality is the total psychological and social reactions of an individual, the synthesis of his subjective, emotional and mental life, his behavior and his reactions to the environment whereas Cronbach (1984) viewed that personality is one’s habits, usual style and ability to play roles. Oktay (1994) expressed that good personality of a person having traits as sincerity, patience, tolerance and attention whereas Suvremena (2004) viewed that teacher’s attitude toward knowledge and grading, as well as feelings while grading can be explained by personality factors. In view of the fact that tolerant, fair and strict teachers differ in their attitudes. Hogan et al. (1996) also expressed that social roles, life events and social environments change during the life course and such factors have been important influences on basic personality of a person.

Bee (1985) stated that personality describes a broader range of individual characteristics as whether we are gregarious or shy, whether we plunge into new things or hold back, whether we are independent or dependent, confident or uncertain- all of these and many more are usually thought of as elements of personality. Feeney et al. (1985) also viewed that personality characteristics have a potential benefit for establishing educational theories and practice in terms of the effectiveness of teacher training quality of education and personal well being and satisfaction of the teacher.

Feldman (1986) stated that there is positive relationship between effectiveness of faculty members and personality of teachers as perceived by students whereas according to Chauhan (1987) personality is what makes individuals unique. The behavioural characteristics that are typical of an individual and are unique to them are traits of personality. Traits are
consistencies in the characteristics mode of behavior exhibited by an individual in diverse settings. An individual’s personality may be described as an organization of traits. McCrae and Costa (1987) stated that big five factor of personality are five broad domains or dimensions of personality which are used to describe human personality. The big five factors are openness, conscientiousness, extraversion, agreeableness and neuroticism.

Schultz et al. (1994) expressed personality as an individual word I, as a person separate from all others. We get a good idea of what personality is by listening to what we say when we use “I” when you say I, you are in effect, summing up everything about yourself- your likes and dislikes, fears and virtues, strengths and weakness. But Little (1996) stated that personality system has been compared with a multistory house, with traits at the bottom and other aspects of personality- motivation, adaptations, and personal narratives and so on built above.

Aydin (1998) expressed that personality is in a sense, self-expression of one to the outer world. An individual starts shaping his personality from birth through his interaction with numerous variables: that is, he lays the foundations of his own life whereas Walter (1999) defined cognitive approach to personality and considers factors such as encoding of stimuli, effect, goal setting and self-regulatory beliefs.

Carver et al. (2000) stated that personality is a dynamic organization, inside the person, of psychophysical systems that create a person’s characteristic patterns of behaviour, thoughts, and feelings. Moynihan et al. (2001) also stated that personality traits are the key antecedent of an individual’s cognitions and affective states that may influence his or her task and interpersonal or socio-emotional rude behavior whereas Barbian (2001) emphasized that personality identification has been used for many purposes in various organizations: to forecast a worker's ability to fill certain roles, to establish harmonious relationships, to determine team effectiveness and to predict future behavior.
Kwan et al. (2002) opined that personality aspects and traits arise from biological causes i.e. genes and important influence on traits is exercised from the individual’s social environment whereas Gilmore et al. (2003) viewed that accurate knowledge and positive but realistic, expectations are important for enhancing the acceptance of individual is as good personality person.

Scherer (1997) stated that personality is usually considered to be a longer term, more stable, aspect of individuals whereas Ryckman (2004) stated that personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her behavior in various situations.

Easwari (2004) emphasized those three factors representing the personality as body, ego or self and social or the influence of culture. Whereas Cholmondeley (2004) stated that the influence of the teacher is often a conscious one, a fact that implies the possession of a pre-conceived idea of the person under his charge. This influence is prized by many, it is a force which is admired in class work, it adds power to the efficient teacher, who explains, questions, introduces, summarizes, or connects ideas before her class.

Varvel et al. (2004) expressed that individuals who were trained on the type of personality of team members were helped to improve communication, trust, and interdependence in spite of differences whereas Jayanthi et al. (2006) emphasized that teacher plays an important role in shaping and molding the habits, manners and strong character of the students.

Briggs et al. (2006) expressed that a heterogeneous mix is actually preferable in most organizations. In their study of accountants, they suggest that many corporate collapses can be traced to a skill/personality mismatch of workers. Application of personality type knowledge has been used in many areas in society such as in career guidance, managing employees, counseling and in teacher education.
Friend et al. (2007) revealed that in many instances, compatibility between individuals is frequently hindered by various barriers such as personality conflicts caused by faulty perceptions of each other. A personality assessment can be used to assist educators to be more successful in the classroom and beyond. This knowledge of personality types can be useful in developing strategies for more effective interactions, smoother communications, and more successful relationships. Compatibility can be achieved when colleagues are willing to negotiate and accommodate to differences, in philosophies, values, and behavior. Through an understanding of differences, diversity can be appreciated instead of posing a threat. Assessing personality types however should be considered as a method towards establishing compatibility rather than as a tool to stereotype people or as a justification for certain behaviors whereas Mairesse et al. (2007) stated that personality is typically assessed along five dimensions known as the Big Five: extraversion vs. introversion, emotional stability vs. neuroticism, agreeableness vs. disagreeable, conscientiousness vs. unconscientiously and openness to experience.

So teachers’ personality appears to be consistently associated with teacher self-image in regard to being friendly, helpful and giving freedom, responsibility and opportunity for independent work in class. Teachers personality also seems to be related to self-perceptions of uncertainty in the classroom, of maintaining a low profile and being passive. In conclusion personality may be valued as the dynamic organization of individual characteristics (Allport, 1966; Bee, 1985; Morrison and McIntyre, 1972). Personality is purely a matter of social perception (Hilgard, 1965; Holt 1971; Hogan, 1996). Personality influences the behavior of the teacher such as interaction with students and learning experiences chosen (Erikson, 1964; Feeney and Chun, 1985). Personality is a sense, self expression of one to the outer world (Jung, 1934; Evans and Smith, 1970; Singer and singer, 1972; Aydin, 1998). Learner’s attitude toward a teacher is a function of the teacher’s personality (Khan and Weiss, 1973; Smith, 1982). Personality is the total psychological and serial reactions of an individual (Davidiff, 1976; Fernald and Fernald, 1978; Sherman, 1979; Pervin, 1980; Hawes and Hawes 1982).
Personality is one’s habits and usual style (Cronbach 1984; Feeney 1985; Chauhan, 1987; Ryckman, 2004; Easwari 2004). Personality of a person has personality traits (Oktay, 1994; Little, 1996; Moynihan and Peterson, 2001). Personality is a person’s characteristic patterns of behavior, thoughts and feelings (Carver and Schier, 2000; Elias 2001). Teachers attitude toward knowledge and grading can be explained by personality factors (Suveremena, 2004; Varvel, 2004; Jayanthi and Padma Naban, 2006).

Students’ perception of their teacher’s interpersonal behavior is related to the personality of the teacher in regard to how much freedom and responsibility students think that they are allowed. Thus we see that different approaches have made to define personality but there is no agreement on a single definition of personality. Though there is diversity of views but even then all psychologists agree on certain common basic characteristics. One basic fact is that personality is unique. No two individuals, even identical twins, have alike personality. The second basic fact regarding personality is that it is the product of its own functioning. What we do today depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with the external environment. The third common characteristic of most definitions is that there is a stress the need to understand the meaning of individual differences. Personality is what makes individuals unique: it is only through the study of personality that the relevant differences among individuals can be made clear.

1.1.4 Mental Health

Good health depends on the state of mind and body. Each exerts a direct influence on the other, but owing to the power of mind over nature, good health is of supreme importance. Health Education Authority (1997) described mental health as the emotional and spiritual resilience, which enable us to survive pain, disappointment and sadness. Kumar (1992) stated that mental health is an index that shows the extent to which the person has been able to meet his environmental demands social, emotional or physical.
As laid down in the Surgeon General’s report (1999) mental health is a state of successful performance of mental function resulting in productive activities, fulfilling relationships with other people and the ability to adopt to change and cope with adversity. Mental health is indispensable to personal well being family and interpersonal relationships, and contribution to community or society. Mental health is the springboard of thinking and communication skills, learning, emotional growth, resilience and self esteem.

As described by World Health Organization (1948) mental health as a state of complete physical, mental and social well being and not merely the absence of disease or infirmity. World Health Organization (2004) viewed that mental health is a state of well being in which the individual realizes his or her own abilities and can cope with the normal stresses of life can work productively and fruit fully and is able to make a contribution to his or her community. Mental health is a state of complete physical, mental and social well being and not merely the absence of disease or uniformity.

Lulla et al. (1981) stated that mental health is a combined outcome of five aspects of health namely physical, emotional, moral, spiritual and social health. Mental health needs three things that is right thought, right attitude and right action of a person. Mental health can also be called the process of human self-realization, self-satisfaction and fully successful existence whereas Cutts et al. (1941) viewed mental health is the ability to adjust satisfactory to the various strains we meet in life and mental hygiene as the means we take to assume this adjustment. Dhingra (1966) also stated that a person is said to be mentally healthy when he is thoroughly adjusted to his environment. A mentally healthy person is a well adjusted person in a society.

Tudor (1996) described mental health as multifaceted with six dimensions: affective, behavior, cognitive, sociopolitical, spiritual and psychological. Whereas Sinha (1990) expressed that man’s symbiotic relationship with the environment included physical, mental and spiritual well being within the orbit of health. Form this angle, health is a state of delight and
feeling of spiritual, physical and mental well being. Mental health we mean a few basic and significant factors on which mental health of any individual depends. These are hereditary factors, physical factors, and social factors.

Wilkinson et al. (1998) also stated that mental health improves as people have greater control over their work environment, more opportunity to use their skills, and greater rewards including money, status and self esteem. The expression mental health consists of two words: mental and health. The word ‘mental’ usually something more than purely cerebral functions of a person, it also stands for his relationship that he establishes with others and a quiet general quality that might be called his equilibrium in his socio-cultural context. Similarly, health refers to more than physical health; it also denotes the individual intra-psychic balance, the adjustment of his psychic structure with his social functioning.

According to Commonwealth Department of Health and Aged Care (2000) mental health in the population requires a long term approach involving multiple sectors of the community for example, having supportive and loving parents, a sense of belonging at school and protection from bullying and other forms of discrimination. Lewkan (1949) expressed that mentally healthy person is one who is happy, lives peacefully with his neighbors, makes his children healthy citizens and after fulfillment such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in many way whereas Taylor et al. (1988) stated that mental health is a sense of personal control level is related to feelings of well being and happiness.

Crow et al. (1951) defined mental health as a science that deals with human welfare and pervades all fields of human relationship. Chauhan (1987) also opined that mental health is a condition that permits the maximum development of physical, intellectual and emotional state of an individual, so that he can contribute maximum to the welfare of the society and can realize his ideas and crisis of life. Mental health is a global term which refers to that
condition of an individual which results from the normal organization and functioning of his mind.

Hadfield (1952) stated that mental health is the full and harmonious functioning of the whole personality whereas Maslow (1962) viewed that mental health is not a passive acceptance of life and its condition. It is a process of living that point to still better living. It is a life in which one’s potentialities are coming to full development, in which one’s inner nature expresses itself freely and is not wrapped, suppressed or denied.

Brooks et al. (1951) emphasized that a person is mentally healthy if he adjusts himself so as to avoid undue conflicts, stresses and strain and if he adjusts to the world of people, things and events about him so as to be highly effective both socially and personally. Hilgard (1957) also emphasized that mentally healthy person is an adjusted person. This statement means that he is not unduly distressed by the conflict he faces. He attacks his problems in a realistic manner, he aspects the inevitable, he understands and accepts his own shortcomings. English (1958) also stated that mental health is a relatively enduring state wherever the person is well adjusted, has a zest for living an in attaining self actualization of self realization. It is a positive state and not mere absence of mental disorder.

As is mentioned in Encyclopedia of Educational Research (1969) mental health has to do with being able to love, to work, to play, have to peace of mind, to be happy, to be secure and to be able to manage stress. One of the concepts about mental health that has emerged over the years in its relationship to emotional robustness, the ability to take the stress of life without caving in or striking out violent against society. Whereas Osborne (1984) expressed that mental health has positive aspects like originality, satisfaction, hope, creativity, happiness, self actualization etc. and also has negative aspects like frustration, disability, emotional instability or neuroticism psychotic, anxiety depression, hopelessness, paranoid tendency, jealousy, fear etc. but Davis (1996) opined that mental health is positively linked to physical health.
Warr (1994) expressed that the opportunity for control, opportunity for skill use, variety, environmental clarity, externally generated goals, availability of money physical security opportunity for interpersonal contact valued social position these are the factors of good mental health whereas Ettner (1994) emphasized that mental health is linked to economic productivity and employment and to other development issues.

Sharma (1995) observed that psychological strain was related to recent life experiences, which in turn influenced the status of mental health. The stress predisposed teachers to mental disorders whereas Hales (1995) opined mental health as the capacity to think the relationally and logically and the cope with the transition, stresses, traumas and losses that occur in all lives in ways that allow emotional stability and growth.

Nathawat (1997) stated that well being is an essential component in the health of all individuals. Mental health refers to the fluidity as well as to our bio, socio, psychological and spiritual well being whereas Ruff et al. (1998) stated that although it is clear that negative emotions can intensity a wide variety of health threats positive emotions have received considerably less attention, perhaps related to the prevailing view of physical and mental health as the absence of disease and negative emotions.

Ellsworth et al. (1998) stated that positive emotions are fewer in number and less differentiated than negative emotions, which is the route cause of ill mental health. Fredrickson (1998) also expressed that mentally healthy teacher is always broad and build model that captures the unique effects of positive emotions.

Silver (1999) opined that activities that help learners develop strategies for coping with cultural adjustment can promote mental health activities are language experience, dialogue journals, picture stories and goal setting exercises. As is written in World Health Report (2001) mental health is affected by mental illness and mental illness are caused by and interaction of social, genetic, and infectious factors. Mental health included two components a internal experience
of well being behavioral markers, observable by others indicate whether the individual is able handle life challenges in adaptive way to cope adequately with life difficult and demands, to experience joy and happiness when life events call for the and the grieve and live through the painful and tragic times in life. Behavioral mentally healthy people successfully accomplish basic life fun.

Fredrickson (2001) stated that mentally healthy person is always have a experience of positive emotions prompts individuals to engage with their environments and take part of activities, many of which are evolutionary adaptive for the individual, its species or both. As is written in Dictionary Com Unabridged (2006) mental health is a psychological well being and satisfactory adjustment to society and to the ordinary demands of life.

Donovan et al. (2003) viewed that mental health was seen to be indicated by confidence in one’s ability to handle problems and ability to seek help when needed whereas Ediger (2004) stated that mental health is promoted when student perceive the relevancy of active participation in a meaningful curriculum and fundamental belief in our own and other dignity and worth.

As is mentioned in Mosbys Dental Dictionary (2004) mental health is a relative state of mind in which a person who is healthy is able to cope with and adjust to the recurrent stresses of everyday living in an acceptable way whereas Nesse et al. (2005) stated that mental health may include an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience.

As is described in American Heritage Dictionary (2006) mental health is a state of emotional and psychological well being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life. Atkinson (2006) also expressed that mental health is a term used to describe either a level of cognitive or emotional well being or an absence of a mental health.
Singh and Singh (2006) revealed that though the subjects are normal in general, but a substantial proportion is at risk of developing psychological stress generated problems that may affect their mental health whereas as is described in Dictionary of Cancer terms (2007) mental health is a person’s overall psychological and emotional condition. Good mental health is a state of well being in which a person is able to cope with everyday events, think clearly, be responsible, meet challenges and have good relationship with others.

Thus, it is concluded that mental health of teachers is necessary, both for their well being and effectiveness and quality in carrying out teaching-learning processes in the classroom in general, and in particular, for the all round development of students. A teacher is a central axis of the educational community and acts as coordinator for an entire network of interpersonal relationships and educational processes. For reducing disabling and debilitating mental and somatic symptoms and increasing teacher effectiveness, development of coping strategies among teachers is must. The most prominent hurdles in the way of achievements among pupils and teachers are mental imbalances i.e. anxiety, frustrations, tensions etc. Thus good mental health of a teacher contributes to the effectiveness of a teacher. Mental health is the ability to adjust satisfactory to his environment (Brooks and Shaffer, 1951; Hilgard, 1957; Dhingra, 1966; Silver, 1999). Mental health as a state of complete physical, mental and social well being (WHO, 1948; Taylor and Brown, 1988; Nathawat, 1997; American Heritage Dictionary, 2006;). Mental health is a state of successful performance of mental function resulting in productive activities and good social relationship. (Lewkan, 1949; Surgeon General’s Report, 1999). Mental health is a process of living that point to still better living. (English,1958; Maslow, 1962; Dictionary of Cancer terms, 2007). Mental health is the ability to take the stress of life in an acceptable way (Encyclopedia of Educational Research, 1969; Singh and Singh, 2006). Mental health is a combined outcome of physical, emotional, moral, spiritual and social factor (Lulla, 1981; Chauhan, 1987; Sinha, 1990; Warr, 1994; Davis, 1996; Davis, 1996; Tudor, 1996; Health education authority, 1997; Wilkinson and Marmot, 1998; Dictionary com
Mental health is the absence of negative emotions (Osborne, 1984; Ruff and Singer, 1998; Ellsworth and Smith, 1998; Fredrickson, 1998). Mental health is the functioning of whole personality (Crow and Crow, 1951; Hadfield, 1952; Sharma, 1995). Mental health is one’s ability to handle problems (Donovan, Watson, Henley, Williams, 2003; Nerse, 2005). Mental health prompted when student-teacher relationship is good (Ediger, 2004).

So some teachers find it hard to cope with classroom and other pressures and as a result they may develop common mental health problems including anxiety and depression. The need for supportive guidance to assist employers, governing bodies, head teachers and others to respond to these issues has been recognised by the department for children, schools and families.

Teacher must have the knowledge of fundamental principles of human behaviour to tackle the problems of his students. He must be emotionally stable and should have positive attitude towards teaching. He must take been interest in students and their welfare. His behavior with students should be that of a friend, guide and philosopher. He should not show favor to students. He should try to develop philosophy of life in his students. He should create confidence in his students to free them from the realities of life. Students should not be criticized unnecessarily and no sarcastic remarks should be passed against any student. Conducive social climate should be created in the class and in the school. Mental health is an important aspect of the total health of a person because it is both cause and effect of other types of health. Mental health is the balance between all aspects of life – Social, Physical, Spiritual and emotional. It impacts one how we manage our surrounding make choice in our lives clearly it is an integral part of our overall health.

1.2 SIGNIFICANCE OF THE STUDY

The most fundamental way to improve the quality of education is through the improvement in teacher performance; therefore, it is required to identify the factors influencing teacher’s competence. The effectiveness of the teacher becomes vital to face the emerging challenges of globalization and liberalization.
on the one side, and mushrooming of the educational institutions on the other side. Only the effective teachers can explore the hidden capacities of the students and mould their behavior into desirable directions. An effective teacher proves himself as an instrument to meet the desired goals of education. Who is an effective teacher and what are his attributes are important to be known, so as to make educational programme successful. Hence, a proper and systematic study in this respect is very essential.

In the present era of globalization, there is fierce competition in every sphere of life. Quality education becomes mandatory to compete in the international global market, but quality of education depends upon the potential and efficacy of the teachers. It is an established fact that teacher’s qualities, personality, character help the pupils to become good human beings thereby, contribute in building a knowledgeable and coherent society. In addition to the personality, personal qualities like; qualifications, interest, job satisfaction, good mental health are certain very important characteristics of the teacher, which affect his teaching and effectiveness. Job satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow, so teacher has to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the presents of the child but also the future.

This study explored the relationship of job satisfaction, personality and mental health with teachers’ effectiveness. The results of review of related literature revealed that teacher related sources of job satisfaction seems to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and other benefits, material rewards and advancement. It will also help policy makers realize the reason for some choices made by teachers. Also, it will increase teachers’ performance by influencing the teachers decisions based on mental health. The findings of the study will be helpful in the selection of right type of candidates for the teacher
training programmes for teaching job and also for promotions of the teachers already in job. Significantly job satisfaction, mental health and personality are very essential to the growth of educational system. Hence, it was thought worthwhile to undertake the problem for research titled:

TEACHER EFFECTIVENESS OF SCHOOL TEACHERS IN RELATION TO THEIR JOB SATISFACTION, PERSONALITY AND MENTAL HEALTH

1.3 OBJECTIVES OF THE STUDY

- To study teacher effectiveness job satisfaction personality and mental health of school teachers.
- To identify teacher effectiveness of school teachers in terms of gender.
- To study teacher effectiveness of school teachers in terms of locale.
- To study teacher effectiveness of school teachers having low and high job satisfaction, personality dimensions and mental health.
- To study relationship among teacher effectiveness, job satisfaction, personality, and mental health.
- To make recommendations and suggestions on the basis of the findings of the study.

1.4 DELIMITATIONS OF THE STUDY

Following were the limitations of the study:

- The study was conducted only on 600 government middle school, government secondary school and government senior secondary school teachers of Punjab.
- The study was confined only to variable of teacher effectiveness, job satisfaction, personality and mental health.

1.5 OPERATIONAL DEFINITIONS OF THE TERMS USED

The key terms used in the study were operationally defined as under:
**Teacher Effectiveness**

In the present study, teacher effectiveness means being effective as a teacher means not only being proficient with teaching processes that lead to student achievements but also being a person who can facilitate positive change in people's lives. Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement. (Umme Kulsum, 2000).

**School Teachers**

The term school teacher used in this present study is refers to the teachers working in government secondary schools affiliated to Punjab School Education Board.

**Job Satisfaction**

Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits. In case of job satisfaction of teachers, there are certain other factors also, which are important such as intrinsic aspect and rapport with students etc. (Meera Dixit, 1993).

**Personality**

Personality is understood as dynamic organisation of traits which determine person’s unique adjustment to his environment. Several traits together constitute a dimension of personality, which helps us in making distinction among persons (Arun Kumar Singh and Ashish Kumar Singh, 2002). The personality dimensions are the personality traits, which are mainly of ten types, these are:

- **The Decisiveness**-This trait refers to person’s ability to take quick decisions in controversial, to decide priorities and attend accordingly, to take a clear-cut stand over the given issues, etc.
• **The Responsibility**- It is defined in terms of a number of behavioural syndromes such as finishing a task in time, meeting people on appointed time, going somewhere according to fixed schedule, attending meeting in time etc.

• **The Emotional Stability**- Persons having trait of emotional stability has well control over his emotion, talk confidently with others, face comments and criticisms realistically, etc.

• **The Masculinity**- This trait refers to person’s ability to do arduous and risky work, his ability to handle challenges from others and face them boldly, accepting a job in police or military, taking interest in mountaineering, fighting, etc.

• **The Friendliness**- Persons possessing such trait develop deeper acquaintance with people, often help others in time of trouble and show proper love and affection to even juniors and unknowns.

• **The Heterosexuality**- Persons possessing such trait have normal sex relationship with opposite sex, don’t feel shy among members of opposite sex and take active participation in working with members of opposite sex.

• **The Ego-Strength**-Persons having the trait of ego-strength tend to concentrate and attend to different at a time, having feeling of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and actions.

• **The Curiosity**-Persons having the trait of curiosity tend to explore the details of objects or things which are relatively new tend to reach the destination in time, tend to know the contents of talks of others or reactions of others toward oneself, etc.

• **The Dominance**- Persons having the trait of dominance tend to dictate over others for their duty; tend to be the leader of the group, tend to settle
controversy between rivals, tend to undertake the supervision of a difficult and complex task.

- **The Self –Concept-** It is a composite image of what we think we are what we think others think of us and what we would like to be. A person with positive self concept generally rate favorably on three dimensions of self-concept, namely, knowledge, expectation and evaluation of the self.

**Mental Health**

Mental health is an index which shows the extent to which the person has been able to meet his environmental demands –social, emotional or physical (Pramod Kumar, 1992).