Chapter-II

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Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already conducted in the field. There are probably three stages in most of the reviews. First, find information. Next, appraise what have found for relevance and robustness. Finally, synthesize findings into a set of collective conclusions. According to Cooper (1988) a literature review uses as its database reports of primary or original scholarship and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic or methodological in nature. Second a literature review seeks to describe, summarise, evaluate, clarify and/or integrate the content of primary reports. According to Koul (2009) research can never be undertaken in isolation of the work that has already been done on the problems related to a study proposed by researchers. Review of related literature covers from different sources as research materials, including books, magazines, periodicals, websites, scientific papers, journals, encyclopaedia, and researches of others. So a detailed account of review of related literature is presented in a chronological order under the following headings:

2.1 Studies related to Teacher Effectiveness.
2.2 Studies related to Job Satisfaction.
2.3 Studies related to Personality Dimensions.
2.4 Studies related to Mental Health.

2.1 STUDIES RELATED TO TEACHER EFFECTIVENESS

Teacher effectiveness is the value added to learning due to implementation of the teaching process. It has been studied by researchers on
population groups from schools of urban and rural areas. Some of the pertinent studies are reviewed and reported hereunder:

Bennett (1976) conducted his study on teacher effectiveness in Britain. On the basis of questionnaire responses teachers were categorized into a continuum of 12 teaching styles ranging from the most progressive style (focusing on pupils organizing their work individually, integrating individual subjects into projects, and low use of formal teaching methods) to the most traditional style, in which the whole class was taught, subjects were taught separately and formal testing and assessment were widely used. Most teachers fell into the middle group, however, using a mixture of approaches that went from more of an emphasis on progressive to more of an emphasis on traditional methods. Bennett found that both English and Math’s students in the formal classrooms made more progress, over time than students in the more progressive classrooms.

Subbarayan (1985) examined relationship between teacher effectiveness, research, publication and self-concept. The standardized student evaluation form was administered to a group of 521 final year postgraduate students. The 91 identified effective teachers, as per students’ choice and also were rated by two of their colleagues; the selection of colleagues being random. The 69 teachers who were evaluated as effective teachers, both by students and colleagues were administered the self- evaluation rating scale. Male and female teachers did not differ significantly in respect of teacher effectiveness. Teachers who had more years of experience did not differ from less experienced teachers in general factors of teacher effectiveness, but significant difference was reported in respect of professional factors. Teachers of 45 years or above did not differ significantly from those who were below 45 years of age in case of teacher effectiveness. Professors, readers and lecturers did not differ significantly from one another in respect of teacher effectiveness.
Padamanabhalah (1986) noticed job satisfaction and teaching effectiveness of 960 secondary school teachers from all the three regions of the state served as subjects for the study. Results had shown that 72% teachers were dissatisfied with their job. Male and female teachers were not significantly different in the level of their overall job satisfaction. Rural and urban teachers were not significantly different in the level of their overall job satisfaction. The multiple correlations between job satisfaction and the four independent variables-job discrimination index, job involvement, family satisfaction and life satisfaction-put together was found to be 0.373.12. The multiple correlations between teaching effectiveness and job satisfaction were 0.078.13. All the four variables-job satisfaction, job involvement, life satisfaction and family satisfaction-put together could obtain a multiple correlation of 0.109 with teaching effectiveness.

Prakasham (1986) reported teacher effectiveness as a function of school organizational climate and teaching competency. The sample of the study consisted of 800 teachers teaching classes 9, 10, 11 and 92 principals of different higher secondary schools of Raipur and Bilaspur districts Madhya Pradesh. Teachers working in an open school climate were better in teaching potency and teacher effectiveness than those working in schools with autonomous, familiar, controlled, panel and closed climates. No significant difference was found in the teaching competency and teacher effectiveness of the teachers working in government and non-government schools. A positive and significant relationship was observed in the teacher effectiveness and teaching competency of teacher in different types of organizational climates. Among the various independent variables affecting teacher effectiveness, the main effect of teaching competency was found significantly higher than territorial variations or school organizational climate. The main effect of management types as well as sex on teacher effectiveness was found significant, and the joint interaction of territorial variations and sex as well as territorial variation and teaching competency and sex was found to have a significant interactional effect on teacher effectiveness.
Rao (1987) examined classroom teaching of effective science teachers. The sample consisted of 110 experts, researchers, teacher educators and science teachers and 215 secondary school teachers of 54 secondary schools of Mysore city. Seventeen effective teachers were included in the sample. Results revealed that women teachers were more effective than men teachers. The teachers working in government and private schools were equally effective. Teachers working in urban schools were more effective than those in rural schools. Teacher working in girls schools were more effective than those working in boys or co educational schools. Teachers working in boys and coeducational schools were equally effective. More experienced and less experienced teachers were equally effective. Science and non-science teachers were equally effective.

Agarwal (1988) studied teaching efficiency on a sample of female teachers of primary schools and concluded that more effective teachers had problems of adjustment due to social factors while less effective teachers had emotional problems. Whereas Gupta (1988) found effective teachers of art and science subjects in intermediate colleges of Agra district. The findings indicated that the science teachers were more intelligent, the arts teachers were better adjusted. Effectiveness was highest in the 30-39 age groups and it was negatively correlated with salary of teachers.

Miller et al. (1989) identified five common performance areas for effective agriculture teachers productive teaching behaviors organized and structured class management, positive interpersonal relationships, professional responsibilities and personal characteristics whereas Deota (1990) analyzed characteristics of effective leadership behavior of secondary school principals survey-cum-case study of four patterns of leadership behavior, high initiation and high consideration marked by good task orientation, human relations, decision making, conflict-resolution, communication and creativity was found to be the best. Whereas Bruening et al. (1991) studied personal life factors as related to effectiveness and satisfaction of 363 secondary teachers in agricultural education in the United States. The findings indicated that the effectiveness of
secondary agricultural education teachers was best explained by their job satisfaction. The agricultural teachers who were satisfied with their positions perceived themselves to be more effective.

Ganeswara (1995) evaluated the effectiveness of primary and secondary level teachers with different potentials of creativity and different nexus of inter-personal relationships. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teachers. Significant relationships were found between teacher effectiveness, creativity and inter-personal relationships. Significant differences were found between rural and urban teachers with reference to inter-personal relationships.

Askew et al. (1997) studied 90 mathematics effective teachers at king’s college, London. The study looked at teacher beliefs about teaching, learning and mathematics, and distinguished three teacher ideal-types: connectionist, transmission and discovery orientated. These ideal types could be distinguished on the basis of teachers’ beliefs about what it means to be a numerate student, their beliefs about how best to teach numeric and their beliefs about students and how they learn to be numerate. Highly effective teachers were characterized by connectionist beliefs, while transmission and discovery orientations tended to characterise some of the less effective teachers.

Raja et al. (1998) focused on teacher effectiveness and school organizational climate of boys’ higher secondary schools in Tuticorin. The sample comprised of 279 teachers of eight higher secondary schools of boys and four rural schools of Tuitcorin. Findings revealed that the teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, medium of instruction, qualifications and nature and locale of the school where they were working. As regards organizational climate, only a controlled climate was prevailing in all the higher secondary schools selected for the present investigation, except in one school where autonomous climate was prevailing. Though there were differences and private schools and area of location of the schools, i.e. urban and rural, they
did not have any impact on the organizational climate. Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

Srivastava (2005) studied teacher effectiveness of upper primary school teachers of different age groups. The sample comprised of 110 male and 128 female teachers working in the upper primary schools at urban location situated in Tehri Garhwal district. The data was collected by using teacher-effectiveness scale of Kumar and Mutha. The findings revealed that the teacher effectiveness of male teachers dilutes with their increasing age. The teacher effectiveness of female teacher increased to some extent with their increasing age. The age variable did not produce a significant impact on teachers’ effectiveness. The male and female teachers did not differ significantly with one another at different age-level. Thus, age was a mild determinant of teacher effectiveness.

Arokiadoss (2005) designed a study to examine teacher effectiveness of 275 college teachers from Madurai Kamraj University in Tamil Nadu. Teacher effectiveness scale and personal information schedule were used for the study. The study demonstrated that 18% teachers had high level of teacher effectiveness and 15% had low level of teacher effectiveness whereas 67% were at the average or moderate level of teacher effectiveness. Women teachers were effective in advising and guiding and possessed better skills of teaching and evaluation. Male teachers were effective motivators. Arts teachers had higher mastery in their subjects and involvement in college activities. Private college teachers showed more involvement in college activities. Autonomous college teachers were equipped with higher teaching skills and were more involved in college activities. Teachers with research degrees had mastery over their subjects, motivating skill and developed rapport with the students effectively.

Pandey and Maikhuri (2005) conducted a study on the difference between effective and ineffective teachers towards teaching profession. The sample of study was 100 teachers of 10 selected secondary schools of Pauri and Tehri
districts. Out of those 100 teachers 40 were identified as effective teachers and 31 were identified as ineffective teachers. The remaining 29 teachers were left out. Thus the final sample of the study was 71 teachers. Effective and ineffective teachers have been compared in respect of their attitude towards teaching profession. The result presented no difference between effective and ineffective teachers. No significant difference between effective and ineffective male teachers regarding their attitudes towards teaching profession. Insignificant difference between effective and ineffective female teachers so far as their attitudes towards teaching profession was concerned. Male and female ineffective teachers were almost similar in their attitudes towards teaching profession.

Rai (2005) found the factors of effective teaching from the student ratings of teacher characteristics and determine if there was any agreement between student evaluation of teaching and self-evaluation of teaching using the criteria. Tools used in the study were rating scale for student evaluation of teaching effectiveness and attitude scale by Ahluwalia. Students and teachers had similar views regarding the criteria of effective teaching. Self-rating of teaching in respect of overall teaching effectiveness was significantly higher than student rating of the same. Significant correlation was found in the teaching effectiveness score of male and female teachers.

Bansibihari and Surwade (2006) compared teacher effectiveness of emotionally mature group with that of emotionally immature group. The sample consisted of 180 male and 175 female belonging to secondary schools for Navapur and Dhule cities of North Maharashtra. Emotional Maturity Scale by Bhargava and Sigh and Teachers Effectiveness Scale by Kumar and Mutha used for data collection. Results of the study indicated that emotionally more mature teachers were more effective than their counterparts. There was no sex difference in emotionally mature group with respect to teacher effectiveness.

Leigh (2006) estimated teacher effectiveness changes in students test scores within the period of two years. Using a data set covering over 10,000
Australian primary school teachers and over 90,000 pupils, He estimated how effective teachers are in raising students’ test scores from one exam to next. Since the exams are conducted only every two years, it is necessary to take account of the work of the teacher in the intervening year. Even after adjusting for measurement error, the resulting teacher fixed was widely dispersed across teachers, and there was a strong positive correlation between a teacher’s gains in literacy and numeracy. Teachers fixed effects show a significant association with some, though not all, observable teacher characteristics. Experience had the strongest effect, with a large effect in the early years of a teacher’s career. Female teachers did better at teaching literacy. Teachers with a master’s degree or some other form of further qualification did not appear to achieve significantly large test score gains. Overall, teacher characteristics found in the department payroll database could explain only a small fraction of the variance in teacher performance.

Carlo and Josefina (2007) tested two models on the interaction of teacher variables using Structural Equations Modeling. In the first model, the effect of teacher's personality characteristics and teaching efficacy on teacher's performance and effective teaching was tested. In the second model, the effects of learner-centered practices on teacher's performance, effective teaching, and teaching efficacy were included. 296 teachers were assessed by their students on their teaching performance using the Student Instructional Report (SIR), the Effective Teaching Inventory (ETI) and the Learner-centered Practices Questionnaire. It was found that the teachers practicing learner-centered approaches use their self-efficacy in order to be effective in teaching, but it was also found that being effective did not result in high teaching performance ratings.

Roul (2007) investigated the teacher effectiveness and organizational climate of autonomous and non-autonomous college teachers. The sample consisted of three general autonomous colleges and three non-autonomous colleges of Orissa. As many as 7 departments and 7 teachers from each
department were selected, on random basis. Tools included Teacher Effectiveness Scale by Kumar and Mutha, Organizational Climate Description Questionnaire (OCDQ) by Sharma and Teachers Rating scale. There was a significant difference between autonomous college teachers and non-autonomous college teachers on teacher effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous college were found more effective than the male teachers of non-autonomous colleges. Female teachers of autonomous colleges were more effective than the female teachers of non-autonomous colleges. Autonomous college teacher were found more effective organizational climate than the non-autonomous college teachers. Combined effect of type of college and organizational climate did not produce significant effect on teacher effectiveness.

Sridhar and Badiei (2007) examined teacher efficacy and emotional intelligence of 100 primary school teachers of urban district in south Mysore. Teacher Efficacy Scale (TES) and Emotional Intelligence Test were used for data collection. Results indicated that the levels of teacher efficacy and emotional intelligence of primary school teachers were placed under moderate category; a high level of both teacher efficacy and emotional intelligence would be correlated with student achievements, job satisfaction, teachers’ willingness to implement innovation, effective teaching. It was also concluded that younger teachers had the highest teaching efficacy and that teaching efficacy declined slightly with age.

Adegbile and Adeyemi (2008) examined quality assurance through teachers’ effectiveness. One hundred primary schools teachers of Usun State, Nigeria were included in the sample. An observational instrument tagged Classroom Interaction Sheet (CIS) was used for assessing teacher’s effectiveness as an index of quality assurance. The results indicated that no significant relationship existed there between the male and female teacher in each category.
of the observed behavioral indices. No significant difference based on the categories was observed.

Satwinderpal (2008) studied occupational stress in relation to teacher effectiveness among secondary school teachers. A representative sample of 1000 government secondary school teachers was randomly selected from the four districts, Ludhiana, Patiala, Muktsar and Mansa of Punjab. With the help of teacher effectiveness scale 213 highly effective and 203 less effective teachers were identified and 200 highly effective and 200 less effective teachers were taken for the study. To study the teacher effectiveness, the Teacher Effectiveness Scale (TES) by Kumar and Mutha was used. Results revealed that the values of correlation coefficients between teacher effectiveness and occupational stress were -.871, -.468 and -.892 for the highly effective, less effective and total group of teachers. All the values were negative and significant. The findings indicated that with the increases in the level of occupational stress the effectiveness of the teachers reduced.

Sridhar and Badiei (2008) examined and compared the teacher efficacy of higher primary school teachers in India and Iran by surveying 225 Indian teachers and 222 Iranian teachers. Overall participant teacher efficacy scores were almost high. Iranian male teachers had high personal efficacy than counterparts in India. Results also revealed that no significant differences regarding efficacy beliefs on both dimensions for number of years of teaching experience even when compared as a function of country.

Vibha (2008) in her study on relationship between nonverbal classroom communication and teaching effectiveness on a sample of 75 pupil teachers representing various faculties of Dayalbagh Education Institute, Agra reported that the nonverbal classroom communication ability is not homogeneous in pupil teachers. Overall the nonverbal classroom communication of the pupil teachers was found to be above average. Most of the pupil teachers pay more attention to keeping proper eye contact and using proper paralanguage in classroom teaching. Pupil teachers do not pay proper attention towards creating artifacts
and use of haptics in their classroom teaching. A large number of B.Ed. trainees were moderately effective. The study revealed that nonverbal classroom communication behavior of pupil teachers was highly positively correlated with teaching effectiveness. There was significant difference between the mean scores of gesture, eye contact, posture, kinesics and paralanguage of highly effective pupil teachers and less effective pupil teachers. But there was no significant difference between the haptics and artifacts types of nonverbal classroom communication behavior of highly and less effective pupil teachers.

Dakshinamurthy (2010) designed a study to examine the effect of teachers’ personality, teachers’ attitude towards profession and teachers’ teaching effectiveness on academic achievement in social science. Teachers from 150 secondary school were selected from Dharwad district of the Karnataka State. Results concluded that the teachers with introversion personality type influenced higher on the academic achievement of students in social science than the teachers with extroversion personality type. The teachers with favorable attitudes towards profession influenced more on the academic achievement of students in social science than the teachers with unfavorable attitudes towards profession. The teachers with effective teaching influenced higher on the academic achievement of students in social science than the teachers with effective teaching.

Dhillon and Navdeep (2010) explored teacher effectiveness in relation to their value patterns. The sample comprised of 100 male and 100 female teachers. Two tests Teacher Effectiveness Scale (TES) and Teacher’s Value Inventory (TVI) had been used. Results of the study had shown no relationship between teacher effectiveness and value patterns of teachers. There was no significant difference in the level of teacher effectiveness of male and female, government and private schools teachers. There was no significant difference in the value patterns of male and female teachers and government and private school teachers.
Sawhney and Kaur (2011) examined teacher effectiveness in relation to self-concept of elementary school teachers. Teacher Effectiveness Scale by Kumar and Mutha and Self-Concept Inventory by Mohsin were used for data collection from elementary school teachers of Punjab State. Results of the study revealed that there was no significant difference found in the teacher effectiveness of male and female teachers. A significant difference was found between self-concept of male and female elementary school teachers. There existed significant relationship between teacher effectiveness and self concept of male and female elementary school teachers.

Subedi et al. (2011) conducted a study on 6,184 students and 253 mathematics teachers from all middle schools in the Orange County Public Schools in the USA. The findings indicated significant positive effects of mathematics content-area certification, teacher experience and the interaction effects of content-area certification on students’ scores. The findings of this study revealed that the teacher quality, teacher experience and interaction effects associated with these predictors, were important factors in predicting mathematics gain scores. Study also revealed that school level factors were relatively less important for measuring teacher effectiveness.

Hence it can be summed up that teacher effectiveness can be documented by evaluating teaching practices that are associated with desired student outcomes and the achievement of school goals through systematic collection of evidence about teacher planning and instruction, work with parents and students or contributions to the school. Effective teachers show more emotional intelligence, strong grasp of subject matter, use of systematic instruction techniques, high expectations of students and themselves, comfortable interactions with others, good management skills, accessibility to students outside the class as compared to ineffective teachers.
2.2 STUDIES RELATED TO JOB SATISFACTION

Job satisfaction is the result of various attitudes of an employee towards his job. A few pertinent studies related to job satisfaction are reviewed and reported as below:

Nayak (1982) in his study found adjustment and job satisfaction of married and unmarried female teachers. The sample consisted of 735 female teachers and lecturers in different higher secondary schools of Jabalpur district. The findings revealed that no significant difference in the job satisfaction of married and unmarried female teachers working in rural and urban areas was found. It was also found that teaching aptitude had a significantly positive relationship with job satisfaction of married and unmarried female teachers of different categories working in rural or urban area.

Shah (1982) investigated socio economic background of primary school teachers and job satisfaction. The sample was drawn from 155 primary schools of nine wards of Varanasi corporation area. The results revealed that most of the women teachers found to be 88.2 % were satisfied with their job and most of the teachers were dissatisfied with their low pay scales whereas Singh (1985) observed correlates of job satisfaction among different professionals. The study was conducted in two phase. In the first phase a sample of 320 subjects was selected randomly. It included 80 college or university teachers, 80 engineers, 80 advocates, 80 doctors. In the second phase those subjects from amongst teachers, engineers, advocates and doctors who had obtained scores equivalent to Q₁ or below, and scores equivalent to Q₃ or above on the Job Satisfaction Scale, the Rosenberg Self –esteem Scale, the Eysenck’s Personality Inventory were administered. Experience correlated positively and significantly in the case of advocates and doctors with job satisfaction, but in the case of teachers and engineers the relationship between experience and job satisfaction was not significant. Big size of family was negatively related with job satisfaction in all the categories of professionals. Professionals with extra-academic and professional attainment had shown a trend towards reduced job satisfaction.
Married professionals were found more satisfied than unmarried professionals. Double employment was found to correlate positively with job satisfaction. Self-esteem was found to be positively related with job satisfaction. Regarding relationship between extra-version and job satisfaction, it was found that high scores on extraversion affected the job satisfaction of teachers, engineers, advocates and doctors negatively.

Sarkar (1985) studied role perception and job satisfaction of headmasters and teachers in relation to organizational climate of secondary schools in Dacca city. The sample of study consisted 40 headmasters and 544 teachers. Study found that differences in job satisfaction experienced by headmasters working under different organizational climates were found to be significant and there was no significant relationship between overall role perception and job satisfaction of headmasters in open autonomous, controlled, familiar and closed climates. Study also revealed that there existed significant differences in job satisfaction of teachers working under different organizational climates.

Samad (1986) explored a sample of 175 teachers selected randomly to study organizational climate of government high schools of Chandigarh and its effect on job satisfaction of teachers. It was found that teachers in more open climate school enjoyed job satisfaction than teachers of less open climate schools whereas Ara (1986) studied principals’ leadership behavior in relation to teachers’ self-concept, job satisfaction and some other institutional characteristics at secondary school level. The sample comprised 780 teachers from intermediate colleges of the Gorakhpur region. The findings revealed that high desirable leadership behavior of the principals generated a higher degree of conformity and normalcy in the teachers while low desirable leadership behavior of principals caused a low degree of conformity and normalcy in them. The initiating structure style of principals’ leadership behavior appeared to be significantly related to conformity a normalcy factor of teacher’s self-concept. The initiating structure and consideration styles of principals related with
teachers job satisfaction. Male and female teachers perceived alike the leadership behavior of the principals.

Singh (1987) studied the job satisfaction, family adjustment, occupational and personal problems of 400 married working women of different professions from Rajasthan. The results indicated that in teaching, medical, clerical and administration groups had more or less the same or an equal level of difficulty on the basis of total scores, the best rated group was that of teachers but Singh (1988) attempted a study to establish a relationship between teaching efficiency and job satisfaction as also with socio-economic status and found a positive relationship.

Ready (1989) found that over-qualified primary school teachers had low job satisfaction while teachers, under in age had higher level of job satisfaction but Saxena (1990) while studying a sample of higher secondary school-teachers in Madhya Pradesh, did not find any difference due to gender, stream, experience and other variables on job satisfaction. Naik (1990) found that ad hoc teaching assistants of the university, Baroda, were satisfied with their job mainly because of their favorable attitude towards the teaching profession, financial consideration and the facilities which they were think for further studies; marital status, age, experience and gender did not affect their level job-satisfaction; leadership qualities of heads of institutions promoted job satisfaction, and goals and objectives were essential remitters in determining the job satisfaction of teachers. Sex, experience and background variables had no bearing on job satisfaction.

Clemence (1990) found that role conflict affected job-satisfaction of women teachers but social tension of value influenced their job-satisfaction rather favorably whereas Agarwal (1991) in a study on job satisfaction of primary and secondary school teachers concluded that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single family teachers, more experienced and government school-teachers were more satisfied than others; age and marital status, however,
had no relationship with job satisfaction. Economic and political values were found to be correlates of job satisfaction.

Mohan (1992) found that teachers working in open autonomous climate had high job satisfaction compared to those working in a closed climate. Job involvement and general state of health and life had a positive effect on the level of job satisfaction. Rawat (1992) also found that level of job expectation played a significant role in determining job realities of teachers as also the satisfaction which had positive relation with humanistic, creative, social and aesthetic values and negative correlation with political and economic values.

Beegam (1994) examined the role of certain factors presumed to be related to job satisfaction among college teachers. The sample of the study consisted of 415 teachers covering 204 males and 211 females selected from the colleges affiliated to the University of Kerala. Teachers, working in art colleges and science colleges alone were included. The results indicated that job satisfaction of the college teachers was found related to certain socio-demographic variables such as faculty, locale, religion, caste and community, education of spouse and mode of conveyance. Job satisfaction of the college teachers were found related to certain personality variables like self-esteem, materialism-spiritualism orientation, gregariousness and thoughtfulness.

Chandraiah (1994) noted the effect of age on job satisfaction among college teachers. The sample of the study consisted of 150 male teachers categorized into different age groups. Findings revealed that the middle aged and older aged teachers were more satisfied with their jobs as compared to the younger group of teachers. There existed no significant difference between middle aged and older aged teachers in their scores on job satisfaction. Age and job satisfaction had significant positive relationship among younger, middle and older aged groups, and it was also observed that correlation coefficients obtained for the subjects, age and job satisfaction. Tenure of service and age, job satisfaction and tenure of service were all positive and significant, partially out
the effect of age from experience. Job satisfaction did not change the nature and extent of correlations significantly.

Das and Panda (1995) explored the job satisfaction of college and higher secondary teachers in terms of their gender and work experience. The total sample of 100 male and female teachers for the study was selected from colleges and higher secondary schools of Kamrup district of Assam. The results showed that no significant difference was found in the degree of job satisfaction of college and higher secondary teachers. There was no significant difference in the degree of job satisfaction of male and female college teachers.

Venkataram (1995) conducted a study to analyse the level of job satisfaction of male and female teachers working in residential and non-residential schools. The sample for the investigation consisted of 400 teachers, equally distributed between the two types of schools and the two sexes selected by a multistage stratified random sampling procedure from residential and non-residential schools located in Sri Venkateswara University, Tirupati of Andhra Pradesh. The study concluded that teachers working in residential schools were more satisfied than their counterparts belonging to non-residential schools in the case of overall job satisfaction.

Auesekar(1996) attempted to study the job-satisfaction among teachers. The sample of the study comprised of 40 teachers form different schools including 20 from government and 20 from private schools, who were selected through random sampling technique. The study concluded that only 13 percent of the school teachers were gently satisfied. Seventy per cent of the teachers were satisfied and 17 per cent of the teachers were moderately satisfied .It was concluded that private school teachers and the government school teachers were found to be more satisfied with factors like promotion, recognition, independence, salary, job security, job status and educational policies. Whereas teachers in private schools were more satisfied with factors like responsibility, achievement, working conditions and personal life.
Thaker (1996) examined the job satisfaction among the 900 secondary school principals of Saurashtra in Gujrat state. The findings of the study revealed that the attitudes towards job satisfaction among the most of secondary school principals were classified as neutral. Further, the secondary school principals having experience of 9-16 years were more satisfied and the principals having experience of 0-8 years were least satisfied. Also the post basic secondary school principals were more satisfied than ordinary secondary school principals. The principals of the schools with higher secondary sections were more satisfied than the only secondary school principals. Among the matters under consideration, the job satisfaction of secondary school principals did not differ when gender, age, educational qualification, marital status and geographical area were considered.

Goswami (1998) explored job satisfaction of teachers of central schools of North eastern region. Aspects of general satisfaction and dissatisfaction were identified. Four out of the five cadres seemed to experience dissatisfaction and that was more in the case of men, elder persons, seniors, and teachers with under graduate and post graduate qualification but Sekar and Ranganthan (1998) studied job-satisfaction of graduate teachers in Coimbatore and found that most of the teachers were satisfied with their nature of work, personnel policies, salary, Personal achievement and their relationship with superiors and colleagues, working conditions in schools, appreciation of good work and job security.

Kulsum (1998) expressed effect of school organizational climate on job satisfaction of teachers. Data were collected from 586 secondary school teachers working in 45 different schools of Bangalore city, by using Job Satisfaction Inventory. Results of the study found that there was no significant difference in the levels of job satisfaction of the teachers working in open climate type schools and familiar climate type schools. Further there was significant difference in the levels of job satisfaction of the teachers working in paternal type climate schools and closed climate type school and there was significant
difference in the job satisfaction levels of the teachers in the open climate type schools.

Katharing (2002) attempted to study teacher’s job satisfaction, student achievement and the cost of primary education in Francophone in Sub Saharan Africa. The finding revealed that there was a positive impact of teacher job satisfaction on education quality and that therefore, education quality could be influenced by influencing teacher job satisfaction.

Kaneez (2002) investigated job satisfaction among 770 secondary school teachers with Job Satisfaction Scale by Meera Dixit. Findings revealed that teachers working in secondary school was found satisfied with their jobs to a great extent. No significant difference was found in the degrees of job satisfaction of male and female and married and un-married school teachers. Teachers working in the schools situated in urban areas were found more satisfied with their jobs than those working in semi-urban areas. Urdu medium secondary school teachers working in aided and non-aided schools were found equal degrees of satisfaction. In case of Marathi medium teachers the level of job satisfaction was found significantly higher in aided schools than in non-aided schools. No significant difference was found between the English medium teachers of aided and non-aided secondary schools. English, Marathi and Hindi medium teachers was found more satisfied than Urdu medium teachers. No significant difference was found in the degree of job satisfaction among English, Hindi, and Marathi medium teachers.

Rose (2003) analyzed a number of possible influences on job satisfaction including individual well being, working hours, work orientation, financial variables, the employment contract, and market and job mobility. Findings failed to provide strong support for explanations of job satisfaction primarily in terms of socio-technical rewards of job, although low influence in the workplace did emerge as a significant factor. All but one of the indirect measures developed to represent qualitative features of the workplace remained statistically insignificant, the measure of workplace influence being the exception.
Verma (2003) investigated job satisfaction among school teachers. Findings revealed that there was significant influence of sex on job satisfaction of teachers. Female teachers were found to be more job satisfaction than male teachers and there was significant influence of experience of job satisfaction of teachers. Senior teachers were found to be more satisfied than junior teachers but Sonkamble (2003) designed a study to find out how college and university teachers perceive their roles in various situations outside the college and university departments. As sample for the study 615 teachers were selected out the total 3918 teachers of the Pune University. Opinionnaires and Nikhert scale were used as tools in the study. Results revealed that 90% teachers had favorable role presentation. 65% teachers were found highly satisfied with their jobs and had a positive co-relation between perception and job satisfaction.

Chand (2005) examined work motivation and job satisfaction of 300 physical education teachers in high schools of Himanchal Pradesh and revealed that teachers posted in low level sports facilities schools possessed higher mean then average level of sports facilities with respect to job situation component of work motivation. Job satisfaction and work motivation of physical education teachers were not related to the level of sports facilities but Nasir et al. (2005) studied effect of locus of control, sex and marital status on job satisfaction. Sample of 250 doctors was selected randomly from Jawaharlal Nehru Medical College, Aligarh. The sample consisted of 142 male and 108 female doctors. Job – Satisfaction Questionnaire developed by Singh was used to measure job satisfaction. The female doctors were found significantly more satisfied with their job than male doctors. The degree of job satisfaction among married doctors was significantly higher than unmarried doctors.

Ianbull (2005) studied relationship between job satisfaction and organizational commitment amongst high school teachers in disadvantaged areas in the Western Cape. The sample comprised teachers from 16 high schools. Research concluded that the overall job satisfaction of the teachers was relatively low. Results indicated that there were significant relationship between
pay and job satisfaction, advancement and job satisfaction, co-workers and job satisfaction and between supervision and job satisfaction. There was no significant relationship between the nature of the job and job satisfaction. The results indicated that the strongest relationship existed between gender and job satisfaction. There was also a significant relationship between the age of respondents and job satisfaction.

Mishra (2005) explored organizational climate of different types of secondary schools and its relationship with leadership behavior of principal and teachers job satisfaction. The sample consisted of 184 teachers working in 46 aided and non aided secondary school of rural and urban areas of Allahabad district. Findings revealed that positive relationship existed between leadership behavior of principals and teachers job satisfaction. Further, revealed that healthy and open climate of the school enhanced the job satisfaction of teachers.

Young (2005) explored the influencing and effective models of Chinese early childhood teachers’ job satisfaction using a questionnaire on 317 teachers from 21 Kindergartens in Shanghai. The results demonstrated that organizational climate and teachers’ involvement in curriculum reform are the direct factors to affect teacher’s job satisfaction, which was the important intermediate variable to influence on teachers’ professional commitment.

Panda (2006) examined job satisfaction of college teachers. The sample comprised 440 college teachers, 220 each from 80 colleges of Assam and Orissa. This sample was sub divided into the following sub samples; male, female, experienced, less experienced, urban, rural, government and aided college teachers. Teachers having more than ten years of experience were considered as experienced teachers in this study. Job Satisfaction Scale (J.S.S.) was used for data collection. Results concluded that college teachers as a whole and irrespective of their sex, experience, location and status did not differ significantly in their degree of job satisfaction.

Rathod and Verma (2006) studied influence of sex; role commitment and their interaction on job satisfaction of teachers. The sample consisted 567
teachers from 115 schools of Indore district in Madhya Pradesh were selected. The tools were used such as Teacher’s Job Satisfaction questionnaire by Kumar and Mutha and Teachers Role Commitment Scale by Buddhisinghgar and Verma. Results revealed that there was significant influence of sex on job satisfaction of teachers. Female teachers were found more satisfaction with job than male teachers. There was no significant influence of training on job satisfaction of teachers. There was significant influence of experience, on job satisfaction of teachers. Senior teachers were found to be more satisfied with job than junior teachers. There was significant influence of role commitment on job satisfaction. Teachers having high role commitment were found to be more job satisfaction than teachers having low role commitment. There was significant influence of residential background on job satisfaction of teachers. Urban teachers were found more jobs satisfaction than rural teachers. There was no significant influence of interaction between residential background and role commitment on job satisfaction of teachers separately.

Rebecca (2006) examined the relationship between job satisfaction and the perceived amount of informal non-monetary recognition received by teachers who worked with children of military families. The population of this quantitative study included 1,700 teachers in two overseas military school districts. Six hundred and fifty-six teachers were randomly sampled with a return rate of 41 percent. The results revealed positive relationships existed between teacher job satisfaction and non-monetary recognition from each source. The recognition that principals provided to teachers had the strongest positive relationship to job satisfaction and was the best predictor of job satisfaction. The results demonstrated the importance of recognition from administrators and families in increasing job satisfaction among those teaching in schools provided to military families overseas.

Jamal (2006) studied organizational commitment in relation to occupational stress, job satisfaction, employees’ morale and socio-emotional school climate. Sample was taken from five districts of Uttar Pradesh namely
Balia, Azamgarh, Ghazipur, Jaunpur and Mau. Findings revealed that occupational stress and employees moral as a whole and its components like workload, student misbehavior, classroom resources, poor colleague relations, etc. were predictors of organizational commitment and affective commitment.

Shamima (2006) analyzed the job satisfaction among the female teachers of government primary schools in Bangladesh. The empirical study found some factors which affect job satisfaction of both male and female teachers. The factors were salary, academic qualification, career prospects, supervision, management, working environment, culture etc. Few perceptions of job satisfaction and the factors those affect it were same to the male and female teachers. But there were many perception as well as factors in which the male and female teachers were in two opposite pole. It was found that both the male and female teachers were dissatisfied but the female section was more dissatisfied than those of the male teachers.

Choudhury (2007) attempted to find out the relationship between professional awareness and job satisfaction of teachers with respect to the following variables: Institution: qualification; experience; type of management of college ; location of the college. The sample was comprised 400 teachers teaching in the faculties of Arts, Science, Commerce and Agriculture from Gauhati University, Dibrugarh University, Assam Agriculture University and their affiliated colleges. Teacher’s professional awareness scale, teacher’s job satisfaction scale were used as research tool. It was found that there was no significant relationship between professional awareness and job satisfaction of the college and university teachers. There was no significant relationship between professional awareness and job satisfaction of the experienced college and university teachers with respect to their qualification. There was no significant relationship between professional awareness and job satisfaction of the experienced college and university teachers. There was no significant relationship between professional awareness and job satisfaction of the rural college teachers, where as there was a significant relationship between those two variables in case of
urban college teachers. There was no significant relationship between professional awareness and job satisfaction of the aided college teachers, whereas there existed a significant relationship between these two variables in case of government college teachers.

Jamal and Raheem (2007) designed a study to know how the dependent variable organizational commitment was related with each of the independent variable i.e. teacher stress, job satisfaction, teacher morale and socio-emotional school climate for male and female teachers. The sample was obtained from the five districts of eastern Uttar Pradesh namely Azamgarh, Mau, Jaunpur, Ballia and Ghazipur. The total sample consisted 615 teachers, out of which 400 were male teachers and 215 were female teachers. Organizational Commitment Scale, Teachers Stress Scale, Teacher Job Satisfaction questionnaire by Kumar and Mutha were used for data collection. All the independent variables i.e. teacher stress, job satisfaction, teacher morale and socio-emotional school climate were related with the dependent variable organizational commitment. Teacher stress was negatively correlated with organizational commitment implying that if the teachers were expected to be committed to their organizations then they must be free from stress. It was also found that job satisfaction was positively correlated with organizational commitment.

Singh (2007) compared the job satisfaction of teacher educators with their attitude towards teaching. The sample comprised of 250 teacher educators with 100 male and 150 female teacher educators from 20 collages of education affiliated to Panjab University, Chandigarh, Guru Nanak Dev University Amritsar and Punjabi University, Patiala. Job satisfaction scale by Singh and Sharma and teacher attitude inventory by Ahluwalia were used. The Job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude.

Seenivasan (2007) observed job satisfaction of higher secondary school teachers in Tiruchendur. Forty one teachers were selected by adopting simple
random sampling method. It was found that the teachers belonging to different age groups did not differ significantly in their overall job satisfaction. Further it was found that the teachers in the age group of 30-40 and 40-50 were most satisfied with all factors expect with interaction in the work group, nature of communications and curricular issues. The old teachers were not satisfied with the factors- opportunities for advancement. All the teachers irrespective of the sex were satisfied with their jobs. Male teachers were dissatisfied with the variable interaction in the work group. Female teachers were dissatisfied with the factor nature of communication. All the teachers irrespective of their qualification were satisfied with their job. Further it was found that secondary grade teachers, graduate and postgraduate teachers were satisfied with all the job factors. The professional teachers were dissatisfied with the factor ‘opportunity for career advancement’ and curricular issues. Experience of the teachers did not have any effect on their overall job satisfaction. However, teachers differing in their experience differed significantly on the job factors. The low experienced group was dissatisfied with factors- salary, interaction in the work group, opportunity for advancement and nature of communications. The high experienced group was dissatisfied with factors personal benefits, working, working conditions, workload and opportunities for advancement.

Usha and Shashi (2007) examined teacher commitment and teachers’ self-concept as predictors of job satisfaction. The study was conducted on 184 teacher from 25 secondary schools of Malappuram and Kozhikode districts of Kerala. The sample was selected by stratified random sampling technique giving due representation to sex, locale and type of management of schools. Teacher Commitment Scale by Usha and Kumar, Self-concept Scale for teachers and Job Satisfaction Inventory for secondary school teachers by Pillai were used for the study. The results of the study revealed that teacher commitment was the best predictor of job satisfaction.

Yarriswamy (2007) examined job satisfaction of teacher educators of teacher training institutes in relation to different levels of individuals need
strength locus of control, job involvement and burnout. The sample for the study comprised 131 teacher educators in which 65 were from primary teacher training institutes of Bangalore, Mysore, Belgaum and Gulbarga division of Karnataka State. Tools used included Individual Need Strength Scale by Basavaraju, Locus of Control Scale, Job Involvement Inventory by Lodahi and Kejner, Maslach Burnout Inventory and Job Satisfaction Inventory by Indiresan. Findings revealed that there was no significant difference in the job satisfaction of teacher educators working in government and aided, rural and urban teacher training institute. There was no significant difference in the job satisfaction of male and female teacher educators. There was no significant difference in the job satisfaction of teacher educators below 10 years of teaching experience, 10 years to 20 years of teaching experience and below 10 years to 20 years of teaching experience and above 20 years of teaching experience, high burnout and teacher educators with low burnout.

Kamboj (2008) examined the relationship between job satisfaction and self-actualization of secondary school teachers. The study was conducted on a sample of 1360 secondary school teachers from different rural, urban, both governments as well as private schools, affiliated to Punjab School Education Board. The tools used for data collection were Job Satisfaction Scale by Dixit and Self-actualization Inventory by Sharma. The study revealed that there was a positive and significant relationship between job satisfaction and self-actualization of secondary school teachers.

Salami (2008) examined the ability of individual variable (job satisfaction and organizational commitment) and group variables (group cohesiveness) to predict the organizational citizenship behaviour (OCB) of teachers. Four hundred and twenty secondary school teachers with two hundred and five were males and 215 were female educators randomly selected from five states in southwest Nigeria. Findings of the study indicated that group cohesiveness moderated the link between job satisfaction and OCB. Results of the study also
showed that job satisfaction was positively and significantly related to organizational citizenship behaviour of secondary school teachers

Basu (2009) observed the influence of gender and marital status on job satisfaction of secondary school teachers. Results revealed that marital status did not have a significant impact on the job satisfaction of secondary school teachers. The results of the study indicated that married teachers were more satisfied with their job than the unmarried teachers.

Chamundeswari and Vasanthis (2009) examined job satisfaction and occupational commitment among teachers. Samples of 588 teachers were selected. Minnesota Satisfaction Questionnaire and Occupational Commitment Scale were used for data collection. Results of the study revealed that there was a significant difference in job satisfaction and occupational commitment in different categories of schools. The matriculation school teachers had better job satisfaction when compared to the state board school teachers; the central board school teachers had better job satisfaction when compared to the matriculation board teachers; the matriculation schoolteachers; the matriculation school teachers have more occupational commitment when compared to the state board school teachers; the central board school teachers were significantly better occupational commitment when compared to the state board teachers; the central board schoolteachers were significantly better in their commitment when compared to the matriculation board teachers. Job satisfaction and occupational commitment were all positively correlated with each other.

Dhillon et al. (2009) studied correlates of job satisfaction. The survey carried out 297 teachers of the colleges of education belonging to three Universities of Punjab which were Panjab, Punjabi and Guru Nanak Dev University. Job-satisfaction and Job-dissatisfaction questionnaire were used. Study revealed that level of job- satisfaction of teachers of colleges of education belonging to three universities of Punjab was higher than the level of their Job dissatisfaction. Both job-content and job-context factors contributed to job-satisfaction as well as job-dissatisfaction.
Gupta and Sahu (2009) studied the relationship of job satisfaction with organizational role stress and locus of control among vocational teachers. A total sample of 200 vocational teachers out of which 100 were males and 100 were females from private vocational institutes of Moradabad district was taken. Tools were Organizational Role Stress Scale and Locus of Control Scale. The results indicated that there was significant difference between male and female vocational teachers regarding job satisfaction as well as its components intrinsic and extrinsic satisfaction. But there was no significant gender difference regarding organizational role stress and locus of control. Both males and females had same level of stress. Males were found to be more satisfied than females. Role erosion dimension was found to be significantly differed for male and female teachers.

Kumar (2009) examined job satisfaction of 295 women teachers working in Gulbarga city by questionnaire study. Results found few of the women teachers face certain problems such as lack of coordination and cooperation in the workplace. Majority of teachers were satisfied with their work, job and salary. As expressed by majority of the women teachers, they had not got recognition for the job and work done. Majority of the woman teachers also said that they had promotional opportunities in the teaching profession.

Nasir and Zaki (2009) studied the job satisfaction of senior secondary school teachers as a function of gender, job status and the level of education. Job Satisfaction Questionnaire administered individually on 100 teachers to gather information. The results of research revealed that the degree of job satisfaction among female teachers was found significantly more in comparison to male teachers. Postgraduate teachers showed significantly greater degree of job satisfaction than part time teachers. Teachers holding only postgraduate degree were significantly more satisfied than the teachers holding Ph. D. degree.

Saveri (2009) studied relationship between job satisfaction and life satisfaction among Bachelor of Training assistant teachers’ educators. The population for the study consisted of the B.T. assistant teachers of sixteen higher
secondary schools in Trichy and Lalgudi educational districts. The sample consisted of 30 government and aided higher secondary school B.T. assistant teachers from both rural and urban schools. Tools were Job Satisfaction Scale and Life Satisfaction Scale. Findings revealed that majority of B.T. asst. teachers showed a moderate level of job Satisfaction and life satisfaction. There was a significant difference between aided and government schools B.T. asst. teachers in their extent of job satisfaction. There was significant difference between urban and rural schools B.T. asst. teachers in their extent of life satisfaction. There was significant difference between married and unmarried teachers in their extent of life satisfaction. There was significant association between job satisfaction and total number of years of teaching experience. There was positive relationship between job satisfaction and life satisfaction.

Sharma et al. (2009) observed the status of organizational health of elementary schools and job satisfaction of teachers and relationship between the two variables. A total of 184 teachers were chosen from 39 elementary schools, of which, 95 were from 20 government schools, and 89 were from 19 private schools of Bhopal city. School Organizational Health Questionnaire and Teacher Job Satisfaction Questionnaire were used. Results indicated that with respect to total organizational health, the private schools were better than that of government schools and all the schools together. The private schools had shown highly satisfactory status of organizational health and government and all the schools together showed only satisfactory status. Teachers of private schools were highly satisfied whereas the teachers of government schools were only above average in job satisfaction. On the whole, the elementary school teachers of Bhopal city were highly satisfied. The result of highly satisfied teachers of private elementary schools might be attributed to the facilities, working conditions, effective discipline policy and balanced work demands etc. there was a positive and substantial correlation between organizational health of schools and job satisfaction of teachers.
Sumangala and Ushadevi (2009) investigated efficiency of role conflict, job satisfaction and attitude towards teaching in predicting success in teaching among the secondary school women teachers of Kerala. The survey was carried out among 300 secondary school women teachers working in 53 government and private – aided secondary schools of ten districts of Kerala. The tools used for the collection of data were Role Conflict Scale, Job Satisfaction Inventory for teachers, Scale of Attitude towards Teaching Profession and Teacher Success in Teaching. Role conflict had greater predictive efficiency of 26.464%. When compared to attitude towards teaching profession which had the predicative efficiency of 13.550%. Thus 40.010% of the various in success in teaching among the secondary school women teachers were accounted for by the variation due to role conflict and attitude towards teaching profession. Job satisfaction was not capable of predicting success in teaching.

Muchhal and Satish (2010) noted accountability of primary school teachers in relation to their job satisfaction. Sample of the study comprised 150 primary school teachers from private and government school of Baghpat district from Uttar Pradesh State. Out of 150 primary school teachers only 30 teachers i.e. 20% more satisfied 70 teachers i.e. 46.67% average satisfied and the rest 50 teachers i.e.33.33% were less satisfied toward their job. The coefficient of correlation between teacher’s accountability and job satisfaction was positive. It indicated that teachers who were more jobs satisfied were highly accountable; on the other hand teachers who were less satisfied were less accountable towards their job. There exited a significant difference in job satisfaction of male and female teachers. Female teachers were more satisfied towards their job as compared to male teachers.

Neelkandan (2010) examined job satisfaction of teachers in relation to organizational health. The sample comprised 420 teachers of all levels from Cuddalore district of Tamilnadu state. Job Satisfaction Scale and Organizational Health Description questionnaire were used. Results revealed that there was a
significant relationship between the job satisfaction and organizational health of school teachers.

Sylvester (2010) designed a study to know attitude towards teaching profession and job satisfaction of teacher educators. A random sample of 100 teachers’ educators of 15 private colleges of education in Madurai district was taken for the study. Attitudes towards Teaching Profession Scale by Uhrbrock and Job Satisfaction Scale by Bubey, Uppal and Verma were employed. Results revealed that there was no significant difference between male and female teacher educators with regard to job satisfaction in their teaching profession. There was no significant difference between the teacher educators belonging to urban and rural areas with regard to job satisfaction in their teaching profession. There was no significant difference between the teacher educators having M.Ed. and M.Phil qualifications with regard to job satisfaction in their profession. Gender differentiation did not have influence on the attitude towards teaching profession. Number of years of total teaching experience did not have influence on the attitude towards teaching profession. Number of years of total teaching experience did not have influence on the job satisfaction in the teaching profession. There was no significant relationship between attitudes of the teacher educators towards their profession and their job satisfaction.

Suryanarayana and Goteti (2010) designed a study to know teaching competency and teacher job satisfaction among secondary school teachers and concluded that the teaching competency variable was related with the teacher’s job satisfaction. Teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution was differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories was also differ significantly.

Geeta and Pandey (2011) designed a study to know job satisfaction in public sector and private sector. Findings of the study revealed that job
performance of individuals with high versus low job ambivalence may fluctuate such that job performance is comparatively high when positive beliefs and affective experiences are salient and thus predominate at a certain point in time but that their performance may be comparatively low at other times when negative beliefs and affective experiences are salient and predominate.

From the research studies related to job satisfaction it is concluded that teaching competencies, experience of the teacher, educational qualification, environment of the school affect the job satisfaction of the teacher.

2.3 STUDIES RELATED TO PERSONALITY

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. A few pertinent studies related to personality are reviewed and reported as below:

Druva and Anderson (1983) examined the science teacher characteristics by teacher behavior and by student outcome. The personality section contained 70 variables that might be grouped under the titles of positivism, self-concept, independence, receptivity, friendliness, motivation and direction, intellect, social behavior, values, and attitudes. Results of the study indicated that teaching effectiveness was positively related to training and experience and teachers with a more positive attitude toward curriculum they were teaching tend to be those with a higher grade point average, more experience teaching, and a higher degree of intellectuality. Student achievement was positively related to teacher characteristics of self actualization, heterosexuality, and masculinity.

Hossain (1983) investigated personality differentials of secondary school teachers and the teacher trainees of Bangladesh. The sample of the study comprised 366 teachers of Bangladesh including 188 secondary school teachers and 178 teacher trainees. The results of the comparison between secondary school teachers and teacher trainees on the dimension of temperament, emotions, characteristics and intelligence revealed that the significant differences were
found only in the case of certain variables, viz. sociable, cheerful, happiness, anger, jealously and intelligence.

Pachauri (1983) explored proficiency in teaching as a function of personality factors, frustration and sex. The sample consisted of 160 teachers teaching in different intermediate colleges of Agra district. The tools were Frustration Scale by Chauhan and Govind and 16 PF Questionnaire by Kapoor used for data collection. Female teachers were more proficient in teaching than male teachers. Teachers who were highly aggressive and regressive of either sex irrespective of their personality were not proficient. Less intelligent, imaginative, trusted teachers with high aggression were better in teaching.

Rushton et al. (1983) examined personality, research creativity, and teaching effectiveness in university professors. Fifty two professors at the university of Western Ontario were evaluated on 29 trait dimension using four assessment techniques; faculty peer ratings, student ratings, self rating, and objective questionnaires. Results revealed that the effective teacher was best described as liberal, sociable, showing leadership, extraverted, no anxious, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive.

Malik (1984) compared personality factors and learning environments of successful and unsuccessful science teachers. The study was confined to 72 higher secondary schools located in seven major cities of Rajasthan. The findings revealed that some personality factors were significantly related with teaching success which was positively correlated with intelligence, emotional stability, tender mindedness, suspiciousness, self-sufficiency, placidity and relaxedness. Successful science teachers had clarity of goals and their students found less difficulty with class work than students of unsuccessful science teachers. Teaching success was positively correlated with dimensions of formality, goal direction, satisfaction, democracy, diversity and cliqueness. Teaching success was negatively correlated with dimensions of friction, difficulty, apathy and disorganization. The classroom environment of
unsuccessful science teachers was full of tensions, quarrelling among students, and confusion in class activities, lack of affinity with class work, and there was favoritism. Some significant correlation, either positive or negative, was found between the classroom learning environment and personality factors.

Radha (1984) compared the personality characteristics of high and low success of science teachers in teacher training. The sample for the study comprised 537 students’ teachers, of whom 258 were specializing in teaching physical science and 279 in teaching of natural science. The sample was stratified further on the basis of sex and area of residence. When educated for intelligence, six of the nine personality variables showed significant correlations with teaching performances in science. The variables were personal adjustment, scientific attitude, and introversion-extraversion, attitude to words academic work, science interest, and social adjustment. The estimation of common variance showed that the highest percentage of overlap was between personal adjustment and teaching performance.

Wangoo (1984) investigated teacher personality correlates and scholastic competence as related to teacher effectiveness. The sample consisted of 500 teachers drawn from higher secondary schools of Srinagar district. Study concluded that personality adjustment, democratic leadership behaviour, a higher degree of intelligence and emotional stability were the main characteristics that related with teacher effectiveness. Study concluded that teachers who had an outgoing attitude, and who were less aggressive, more trusting, open, forthright, relaxed and group-dependent were highly successful.

Khanna (1985) examined personality patterns of effective high school teachers. The tools used were Deva’s Teachers Rating Scale, The Students’ Perception of their Teachers Scale by Sorenson and the 16 PF Test by Cattell. A sample of 500 teachers was taken for the study. Findings revealed that the effective teachers had traits which were positively helpful and valuable for the mental health of the individual whereas ineffective teachers had traits which tended to lead the person to a kind of maladjustment. There was also a definite
impact of teachers’ personality on their students’ perception. There was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students. Effective teachers were very helpful in raising the level of achievement of the students and also their overall educational standard. In the selection of teachers for high school classes care should be taken to study their personality with appropriate personality tests. The effective teachers in the faculties of arts and science possess relatively different traits of personality.

Prabhawati (1987) made an attempt to assess personality needs, moral judgment and value patterns of secondary school teachers. The 500 teachers from rural and urban secondary schools from Gorakhpur district were selected through a stratified sampling procedure. The results indicated that male teachers showed high preference for affiliation need and female teachers preferred need for maintaining order.

Murray et al. (1990) studied 29 personality traits in relation to student ratings of teaching effectiveness. Study comprised a sample of 46 psychology teachers. It was concluded that psychology instructors tend to be differentially suited to different types of courses and furthermore that the compatibility of instructors to courses was determined in part by personality characteristics. Effective teachers were friendly, gregarious, flexible, adaptable and open to change.

Singh et al. (1990) found personality characteristics of teachers involved in the delivery of primary health care. An attempt was made to study the personality traits influencing the performance of 17 primary school teachers selected from Wardha district. The results indicated that both the teachers and community health volunteers preferred preventive and primitive health tasks and they showed no significant difference on the motivation and leadership orientation scale. The teachers, because of their job security and promotional avenues were satisfied with their achievements and were full of hopes and aspirations but the same was not true with the community health volunteers.
Olusola (1991) studied principal’s leadership effectiveness. Sample of the study comprised 530 secondary school teachers from Kwara and Oyo States of Nigeria using an instrument labeled leadership effectiveness perception questionnaire. Findings showed that in general, teachers perceived principals who were intelligent, firm and decisive as effective. Student' performance traditionally used as a yardstick of principals' effectiveness was pushed to a background place among the criteria considered.

Kent et al. (1995) found the relationship between teacher personality and teacher student interpersonal behavior. The sample comprised of 108 teachers and their 108 classes containing 1,283 students drawn from all eight of the Tasmanian senior secondary colleges. Results revealed that there was a greater degree of relatedness between teacher personality and self perception than between teacher personality and student perception.

Mary and Bonnie (1995) examined the relations among leadership styles of consultant teachers. The sample consisted of 31 consultant teachers. Three instruments were administered: The Lead-self, the Myers-Briggs Type Indicator and the Survey of Effectiveness of Collaborative Consultants. The results indicated that selling and participating were the two leadership styles most often used by the consultant teachers. No significant relations were found between the consultant teachers' effectiveness scores and any of the leadership styles. The significant relationship was found between personality index preference and effectiveness in consulting. Sensing was a significant variable when effectiveness was considered. Together, the extrovert and the sensing scores were good predictors of effectiveness.

Eyran (2002) examined the relationships among personality, leader-member exchange (LMX) quality, action control, organizational citizenship behaviors (OCB), and overall job performance (OJP). In conclusion, the data revealed that personality was not significantly correlated with supervisory ratings of OJP or significantly related to supervisory ratings of overall OCB. Moreover, LMX quality and action control did not mediate the relationships
between personality-OJP or the personality-OCB relationship. Significant relationships were found between disengagement and overall LMX quality and between initiative and overall LMX quality (both LMX-teacher perspectives) as well as between personality variables and both disengagement and initiative action control variables.

Judge and Mount (2002) investigated the relationship between the five factor model of personality and job satisfaction. Results of meta-analysis review revealed that the traits of neuroticism, extraversion, and conscientiousness displayed moderate correlation with job satisfaction.


Remo and Rinoi (2003) investigated the relationship between teachers’ personality profile and their attitude towards their profession and their training. A Self-evaluation Personality Scale and a Questionnaire were administered to a large sample of Italian teachers of various school levels. The results had shown systematic and interesting differences among the five personality profiles identified and the teachers’ attitude towards their initial training and their activity in the classroom. Differences also emerge with respect to both the perceived status of teachers and the interaction between personal and professional life.

Easwari (2004) examined relationship of personality with administrative and academic responsibilities of education officers in Tamil Nadu. The sample consisted assistant elementary education officers of Dindigul, Coimbatoer and Madurai districts. Results revealed that there was no low positive relationship
between administrative responsibility and personality factors of responsibility. It was also found that there was no low positive relationship between academic responsibility and personality factors.

Mishlove (2004) found relationship between extracurricular responsibilities and classroom effectiveness for middle school teachers at a small private school in Las Vegas, Nevada. Moderate positive correlation was found between hours of extracurricular responsibilities and amount of compensation; moderate positive correlation was also found between classroom effectiveness and years of teaching experience. No correlation was found between hours of extracurricular responsibilities and any aspect of classroom teaching effectiveness. Increased contact time with children leads to greater impact, both inside and outside the classroom. Extracurricular involvement was one way for teachers to get to know children, to create relationships that can impact children far into their futures.

Slavica (2004) investigated personality factors and teacher attitude in relation to their evaluation methods. The investigation was carried out on a sample of 76 teachers, teaching individual subjects in Zadar primary schools. The Scale of External Locus of Control, The Self-Actualisation Scale and the Scale of Teacher Attitudes were used. The results had shown different combinations of predictor variables sex, age, experience, self-actualization dimensions, extroversion, comfort, conscientiousness, emotional stability, intellect and locus of control for a negative attitude toward knowledge like underestimation, positive attitude toward knowledge like overestimation and a positive attitude toward grading as well as insecurity in grading, high grading criteria and positive feelings while grading. Results revealed that teacher attitudes toward knowledge and grading, as well as feelings could be explained by personality factors. In view of the fact that tolerant, fair and strict teachers differ in their attitudes, it was concluded that personality factors, through attitudes, influence the way teachers grade the knowledge of their students.
Srivastva (2005) noticed the personality and mental health among primary and secondary teachers. In a sample, 150 primary and 150 secondary teachers were selected from Haridwar District (Uttaranchal). Introversion-Extroversion Personality Test and Mental Health Inventory was administered to teachers. The results indicated that personality traits influenced the mental health of primary and secondary teachers and extrovert teachers enjoy better mental health as compared to introvert teachers.

Tracy (2005) in a study on personality type as a predictor of interaction between student teachers and cooperating to measure personality type, the Myers-Briggs Type Indicator was used and to measure interaction aspects, the Mentoring Relationship Questionnaire, developed by Greiman was used. Findings suggested that, according to both cooperating teachers and student teachers, that student teachers were receiving psychosocial assistance from cooperating teachers. In addition, according to both student teachers and cooperating teachers, student teachers did not need much, nor did they receive much support related to their roles and responsibilities of an agriculture teacher. The study found that the more similar (in general) the pair perceived themselves to be; the more the pair was satisfied with their relationship or interaction. However, similarity in personality type was found to have little influence on the variables.

Nachimuthu (2006) studied occupational commitment in relation to personality. The study consisted of 150 professional selected through purposive sampling method from occupations such as teaching, police and executive from various parts of Coimbatore city of Tamil Nadu State. The age ranges of the professional are from 23 to 46. Results of the study revealed that there existed a significant relationship between personality and occupational commitment. Executives had higher level of occupational commitment when comparing to lectures and police.

Kaur and Meenakshi (2007) conducted a study on impact of teacher training programme on B.Ed. students’ motility, attitude towards teaching and
personality. A representative sample of 380 female students of B.Ed. class was taken so as to represent rural and urban education colleges affiliated to Panjab University, Chandigarh. The investigator selected four colleges (one rural and three urban) randomly. Self constructed Motivity Scale having 20 items relating to the motives for joining the B.Ed. course. Ahluwalia’s Teacher Attitude Inventory (TAI) was used with six aspects viz. teaching profession, class-room teaching, child-centered practices, educational process, pupils and teachers. Eysenck Personality Questionnaire was used to measure the three important personality dimensions i.e. Psychoticism, Extraversion and Neuroticism of B.Ed. class. The mean score on psychoticism of the B.Ed. students is 3.94 with SD 2.26 at entry stage of the teacher training programme. At the time of admission students are slightly high on the trait of psychoticism because of being put to heavy pressure to clear the entrance test and due to uncertain future and lack of ensured employment. During the teacher training programme the mean score increased to 4.35 with SD 2.34 at stage II and 5.31 with SD 3.31 at the end of the training programme. At the entry stage of the teacher training programme the mean score of students on neuroticism is 11.07 with SD 4.039 which shows that at time of admission in B.Ed. course the students were normal on this dimension. A gradual decrease has been found during the training period. At the stage II mean score decreased to 10.45 with SD 4.31 and at the completion stage of the B.Ed. training the mean score further decreased slightly i.e. 10.39 with SD 4.37. So, B.Ed. students become less neurotic at the end of the teacher training programme. The mean score of B.Ed. students on extraversion are 11.87 with SD 4.31 at stage I of the teacher training programme. The students are normal at the time of admission, but they become more extraverts, but they become more extraverts due to numerous opportunities of exposure (Interaction with the students of other colleges during inter-college competition, with students of other regions and streams, with the school teachers and school students during skill-in-teaching). The mean score gradually increased to 13.92 with SD 3.46 at stage II and 14.26 with SD 3.44 at the culmination stage of the teacher training
programme. This shows a gradual positive change towards the end of the training period.

Ozel (2007) focused on the effect of Turkish geography teacher’s personality on his teaching experiences. The study was composed 198 geography teachers at high schools in Istanbul. No significant difference in the teacher’s reflection of personal characteristics was found. According to the age variance of the teachers, a significant difference was determined. As a result of variance analysis on increasing the success-satisfaction of students by giving encouragement and self-confidence in class according to the age variance was found to be significant. There was a significant difference with respect to the fact that teachers make students feel that they can always give them reinforcement, according to the length of service variance, a significant difference was determined.

Emine (2008) explored interactions among attitudes toward teaching and personality constructs in early childhood pre-service teachers. The study included 180 Turkish college students all majoring in early childhood education. The findings of the study indicated that attitude toward teachers were associated with external locus of control.

Sharma (2008) designed a study to explore the personality and adjustment correlates of organizational commitment among college teachers of Haryana. Data were collected from 336 full-time teachers of 49 degree colleges 31 private and 18 Government colleges of Haryana. Findings depicted that college teachers temperamentally characterized as conscientious, rule-bound, venturesome, socially bold, trusting, adaptable, practical, regulated by external realities, controlled, high in self-concept control; and having home, health, emotional and occupational adjustment tend to be more committed to their working organizations/institutions.

Khan and Yaseen (2009) examined personality factor of elementary level teachers in district Baramulla. Two hundred teachers were randomly selected from Sopore, Rohama and Dangerpora districts. Cattell’s 16PF Questionnaire as
the tool for the measurement of personality factors. Findings revealed that young elementary level teachers were emotionally less stable, easily annoyed and were affected by feelings. They were also found tense frosted, restless and impatient. While old elementary level teachers were emotionally stable, mature, and calm and faces realities. They were also found relaxed, not frustrated, composed and satisfied. Male elementary level teachers were assertive, competitive, dominant, enthusiastic, expressive, cheerful, venturesome, bold, and sociable and were ready to try new things. While female elementary level teachers were humble, submissive, accommodating, sober, pessimistic, introspective, shy, hesitant and timid. Male teachers were tough minded, realistic self reliant, forthright and genuine. While female teachers were found tender minded, over protective, sensitive, shrewd, diplomatic, calculating and socially aware. Male teachers were self assured, secure, untroubled, experimenting, liberal, and critical and were open to change. While female teachers were apprehensive, insecure, worrying, conservative and respect the traditional ideas. Male teachers were uncontrolled and had little regards for social rules and demands. While female teachers were controlled, compulsive, socially aware and careful.

Kumar (2009) compared personality characteristics of most effective and least effective prospective teachers. Study was conducted on a sample of 400 prospective pupil teachers. General Teaching Competency Scale (GTCS) by Passi and Lalitha and 16 PF Questionnaire by Kapoor were used. Most effective prospective teachers were found to be high on factor less intelligence vs. high intelligence, in comparison to least effective prospective teachers. Most effective and least effective prospective teachers did not significantly with regard to personality factor lower ego strength vs. high ego strength. Most effective and least effective prospective teachers did not significantly with regard to personality factor submissiveness vs. dominance. Most effective and least effective teacher did not differ significantly with regards to personality factor weaker super ego strength vs. stronger super ego strength.
Kumar and Jyoti (2009) studied gender difference on personality profile among govt. aided and self financing teacher trainers. For the study 236 B.Ed. trainees from govt. aided colleges and 231 from self-financing teacher training institutions were chosen. Cattell’s 16 PF Questionnaire had been used in the study. The results indicated that the trainees who took admission in government aided colleges through merit basis and after passing the tuff competition are found to be more nature and ready to face reality with practical approach while students who took admission in self financing institutions.

Singh and Buddhisagar (2009) investigated personality dimensions of a teacher with special reference to its morale. The sample consisted 100 students teachers out of those 40 male and 60 female taken from the Bhopal district. Teacher Morale Scale by Singh was used for data collection. It appears that there was significant relationship between teacher’s morale and extraversion dimensions of personality. The sex variable seems to have no influence on the relationship between teacher’s morale and extraversion/neuroticism. Similarly the academic disciplines had no effect on the relationship of teacher’s morale and extraversion/neuroticism.

Sugirtham (2009) explored personality development of high and higher secondary schools teachers in Tuticorin district of Tamilnadu state. Seven hundred sixteen teachers were taken for the study. Multivariable personality inventory was employed. Study revealed that there was no significant difference at one percent and five percent level between any pairs of age in personality dimensions index (PDI) difference was significant at five percent level of probability. Male dominate over the female in personality dimensions index. However, the level of significance is only at five percent. Results also revealed that there was no significant difference between married and unmarried teachers in personality dimensions index. There was no difference in the personality dimensions index in all the three types of teachers. There was no significant difference between teachers teaching through English and Tamil medium.
Sowmyah and Ningamma (2010) studied emotional intelligence in relation to personality. There was a significant difference among extroverts and introverts. Means extroverts of their continuous interaction allows them to understand the feelings of others and they respond to it frequently. There was significant difference in the emotional intelligence level between the rural and rural introverts. Result revealed that there was a significant difference among urban extroverts and urban introverts. Emotional intelligence among urban extroverts was more than urban introverts. It was because urban introverts have less interaction with the people and hardly respond to the feeling of others. There was a significant difference, but the urban extroverts was had high emotional intelligence as they get more exposure in the society. There was no significant difference in the means of rural introverts & urban introverts. Introverts are least bothered about other’s feelings.

Thus researchers clearly linked personality traits of teachers to student success. Effective teachers are enthusiastic, have warmth, and possess a sense of humor, liberal, sociable, showing leadership, extraverted, no anxious, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive, relaxed, not frustrated, composed and satisfied.

2.4 STUDIES RELATED TO MENTAL HEALTH

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. Some of the pertinent studies related to mental health are reviewed and reported hereunder:

Borthwick et al. (1982) revealed that teachers with only a few years of experience might not be aware of the stress demand of teaching and they also locked training to cope with stress. Teachers with more teaching experience might have acquired certain solution skills and thus reported lower level of burnout.
Agarwal (1983) examined stress proneness, adjustment and job satisfaction as predictors of administrative effectiveness of principals’. The sample comprised 423 principals of intermediate colleges. Administrative Effectiveness Scale by Bhatnagar was used. Principals’ stress proneness, adjustment and job satisfaction combined together were found to be significant predictors of their administrative effectiveness. When only adjustment and job satisfaction were combined, the relationship dropped. Stress proneness of principals was not found to be related to their adjustment. A very low correlation was found between principals’ stress proneness and their job satisfaction. The adjustment of principals and their job satisfaction were found to be mutually related and related to their administrative effectiveness.

Mo (1991) examined the relationship of occupational stress; Type A personality, and social support with the three aspects of teacher burnout, emotional exhaustion, depersonalization, and personal accomplishment. Teachers who were single, of graduate status, and with fewer years of teaching experience had a higher level of burnout. Moreover, teachers experiencing more stress, lacking in social support were more burned out. Personality type was found to exert both a main and buffering effects on burnout. Type A teachers were less burned out and less adversely affected by the harmful effects of stress. Ways to cope with stress were also suggested to help alleviate teacher burnout. Three hundred secondary school teachers of Japan participated in the study. Maslach Burnout Inventory (MBI) Job-related stress was predicted by supervisor support and reassurance of worth. Role conflict was predicted by attachment, support from friends and relatives, supervisor and type A personality. Role ambiguity was predicted by support from supervisor, friends and relatives, reassurance of worth and social integration. The direction of these relations indicated that teachers who experienced less social support also reported more stress. Type A teachers also reported more role conflict in their job. Both emotional exhaustion and depersonalization were predicted by reassurance of worth only. Personal accomplishment was predicted by Type A personality, support from coworkers, opportunity for nurturance and reassurance of worth.
As expected, teachers who possessed higher levels of social support were less burned out. Teachers higher in Type A personality felt more personal accomplishment and hence experienced less burnout on this subscale.

Misra (1991) investigated the interrelationship between organizational conflict in teachers stress and burn-out in relation to personality- at the primary level. Results revealed difference in relation to personality types/characteristics and type of management in respect of organizational conflict, stress in teaching and burn-out and in behaviours for coping with stress and conflict, whereas Ray (1992) concluded that mental health of teachers were positively related with job satisfaction and attitude towards pupils. Robin et al. (2000) also found that increasing knowledge and skills related to mental health issues resulted in decreasing burnout.

Steptal et al. (2000) tested the hypothesis that high job demand and low job control (job strain) are associated with elevated free cortisol levels early in the working day and with reduced variability across the day and to evaluate the contribution of anger expression to this pattern. One hundred five schools teachers (41 men and 64 women) classified 12 months earlier as high (N= 48) or low (N=57) in job strain according to the demand/control model sampled saliva at 2- hour intervals from 8;00 to 8;30 hours to 22;00 to 22;30 hours on a working day. Anger expression was assessed with the Speilberger State- Trait Anger Expression Inventory, and negative was also measured. Job strain was associated with elevated free cortisol concentrations early in the working day but not with reduced cortisol variability. The interaction with outward anger expression suggested that individual characteristics modulate the impact of chronic work stress on the hypothalamic- pituitary system.

Chaudhary (2001) studied teacher burn-out in relation to occupational stress, mental health problems and socio-economic status. Four hundred teachers were selected out of 20 districts in Haryana. Personal Data Sheet, Maslach Burnout Inventory, Magotra Teachers’ Mental Health Scale, Occupational Stress Scale, Padhi SES Scale were used for the study. The occupational stress,
mental health problems, marital status, educational qualifications, teaching experience and residence of the primary school teachers was found independent or interactive effect on burnout and its various dimensions to varying degrees.

Burisch (2002) carried out a three-year longitudinal study on the predictive importance of numerous contextual and disposition variables in burnout. He found that neuroticism became relevant in emotional exhaustion; whereas extraversion in personal accomplishment; and openness and neuroticism in depersonalization. Among contextual variables, being overburdened and supervised became the most outstanding variables. Personal accomplishment and depersonalization were better predicted by disposition variables whereas contextual variables better predicted emotional exhaustion.

Kumar (2003) in his study aimed to find out the mental health of teachers, administrators and workers and the personality traits of the teachers, administrators and the relationship between the mental health and personality traits of teachers. Sample of the study comprised 117 male teachers, 112 female teachers, 32 male administrators, 18 female administrators, 54 male workers, and 37 female workers were selected for the purpose from the selected 75 secondary schools of Allahabad district. Mental Health Questionnaire, Family Background Descriptive Index and 16 P.F. Inventory were the tools used for the study. No significant difference has been found in the regularity, adjustment, self concept levels of male and female teachers. Males had been found better than females in emotional maturity and physical health. The female teachers had been found better in self- evaluation, clarity of principles of life and freedom from anxiety. As a whole no significant difference has been reported in the physical health of male and female teachers. No difference has been found in males and females on the factors of nonchalant/enthusiastic, less wise / more wise, emotional / stable, composed / Jovial, hesitant / social, stern / sensitive, trusting / doubting, realistic/imaginative, ordinary/socially skilled, self confident/anxious, recessive/independent, conflict ridden/conflict free and stress full/stress free. The male teachers have been found better than female teachers on the factor flexible/rigid.
Female teachers had been found better on the factor worldly/spiritual and traditional/modern than the male teachers. The family and social conditions of the female teachers had been found better than that of male teachers. Positive correlation had been found between the mental health of male teachers and the factors emotional/stable, worldly/spiritual, hesitant/social and traditional/modern. Trusting/doubting factor had been found to have negative correlation with the health of male teachers. No significant difference was found between the other factors and mental health of the male teachers. No significant correlation was found between the mental health of male teachers and their family and social conditions. Self confident/anxious factor was found negatively correlated with the mental health of female teachers. The mental health of the female teachers was found positively correlated with their family and social conditions. No significant correlation was found between the mental health of the female teachers and other factors.

Nibedita (2004) examined occupational stress and job-satisfaction in relation to professional commitment and background factors in primary school teachers of tribal areas. The sample of 400 primary school teachers has been drawn from Kandhamal, Bolangir, Sambalpur, and Koraput districts of Orissa State. The primary school teachers in the tribal area have been found to have average level of job satisfaction, moderate to high level of occupational stress and are highly committed to their profession. The highly professionally committed teachers were found high degree of job-satisfaction. There was significant three-factor interaction of sex, marital status, and professional commitment on teacher’s job satisfaction. Other main effects, such as, sex and marital status and interactional effects, that was, sex and marital status, sex and professional commitment, marital status and professional commitment were found significant difference on job satisfaction of teachers.

Roul (2004) examined teacher effectiveness of autonomous and non-autonomous college teachers in relation to their mental health. The sample consisted of three autonomous collages and three non-autonomous collages of
similar stature taken and from Orissa. Total sample consisted of 294 teachers out of which 199 were male and 95 were female. Results revealed that both male and female teachers from autonomous colleges were found to be significantly higher on teacher effectiveness as compared to the teachers from non autonomous colleges. The teachers from autonomous colleges were found to have batter mental health as compared to the teachers from non autonomous colleges. The combined effect of the type of college and the teachers mental health did not produce any significant effect on teacher’s effectiveness.

Nibedita (2005) in her study aimed to find the mental health of the secondary school teachers in relation to sex, marital status, experience in teaching and level of education and to study the relationship between self concept and mental health, self concept and adjustment, and mental health and adjustment. The sample of 352 secondary school of the undivided Puri district was selected through random sampling. The Study revealed that female, unmarried, less qualified and more experienced teachers were found to be in possession of better self- concept than male, married, more qualified, less experienced teachers. There existed no statistically significant difference between the married and unmarried teachers in regard to mental health. The multiple correlation value between the self concept and mental health as well as adjustment taken together has been found. Mental health and adjustment of secondary school teachers are the major factors which have been found to influence the development of their self concept both individually as well as combined.

Jeba (2005) find out the gender and group difference in teaching competency and mental health status of students and the relationship between teachers competency and mental health status of student teachers. Sample consisted of 150 men student teachers and 150 women student teachers of DIET, Vanaramutti and, Tiithukudi districts. Tools used included Mental Health Status Scale by Abraham and Prasana and Teaching Competency Assessment Scale.
The study revealed that the mental health and teaching competency were correlated.

Anand (2006) examined burn-out among teachers. Sample of 100 secondary school teachers in Lucknow aged between 20 and 58 years, using the burn-out inventory adapted by Tripti Hatwal from Maslach Burn-Out Inventory, indicated that the younger group experience a higher level of burn-out than the older group and that the level of burn-out was negatively related to perception of the working conditions that was if the working conditions were perceived as favorable, The level of burn-out was low and vice versa. Comparison of job burn-out among teachers having different qualifications indicated that highly qualified teachers tend to experience higher level of burn-out as compared to those who were less qualified. Results of the study indicated that there existed a definite relationship between working conditions and job burn-out. The type of environment under which teachers work was responsible, to a great extent, for burn-out among teachers.

Singh and Singh (2006) assessed the psychosocial stress, work-family conflict and the level of anxiety, depression, somatic symptoms and social dysfunction of middle-aged female school teachers. A sample of 50 middle-aged female school teachers was selected randomly from 15 government recognized girl's schools of Varanasi city. An interview schedule and two questionnaires namely General Health Questionnaire and Psycho Social Stress Scale were administered simultaneously. Psycho Social Stress Scale score showed moderate to high level of stress in 54% subjects whereas, 18% cases had low scores while, 28% cases were in between low to moderate level of stress. Anxiety level was observed low in 64% cases and moderate in 32% cases. Depression level was low in 92% cases. Somatic symptom score was moderate in 44% cases while, social dysfunction score had been observed moderate in 80% cases. The overall assessment revealed that though the subjects were normal in general, but a substantial proportion was at risk of developing psychosocial stress generated problems that might affect their mental health.
Nagai et al. (2007) studied poor mental health associated with job dissatisfaction among school teachers in Japan. Study aimed to compare the likelihood of having minor psychiatric disorders (MPD) among school teachers with that among civil servants, and to investigate what factors were specifically associated with MPD in teachers. Questionnaire-based survey of 403 teachers employed at state schools and 611 civil servants as a comparison group in a medium-sized city in Japan. Although the proportion of subjects with civil servants, the difference in the proportion was not statistically significant in the multiple logistic regression analysis adjusted for potential confounders. In a separate analysis of the teachers, reduced job satisfaction and shorter time spent of leisure were significantly associated with an increased likelihood of having MPD. In the group of civil servants, longer working hours, and physical illness were associated with an increased likelihood of having MPD. When this analysis was conducted separately for male and female teachers, job dissatisfaction alone was associated with teachers; job dissatisfaction alone was associated with MPD only in female teachers. Poor mental health of Japanese school teachers, female teachers in particular, was found to be associated with job dissatisfaction.

Indira (2008) examined burnout and stress among secondary school teachers in relation to their teaching effectiveness. Ninety three secondary school teachers were drawn from eleven secondary schools of Greater Bombay, using stratified sampling technique. The Maslach Burnout Inventory, Teaching Stress Survey of Mishra, Teaching Effectiveness – Teachers’ Self Evaluation Rating Scale of Silva and Students’ Evaluation of Teaching Effectiveness Rating Scale of Silva were used. Teaching effectiveness as perceived by teachers and burnout due to intensity and frequency of emotional exhaustion as well as personal accomplishment were significantly related. Teaching effectiveness as perceived by students and burnout due to frequency of personal accomplishment were significantly correlated. Teachers had the perception that teaching effectiveness was not influenced by the level of stress. Students also had the perception that teaching effectiveness was not influenced by the level of stress that teachers perceive. Teachers had shown positive relationship between stress and burnout.
due to intensity of emotional exhaustion. Relationship of teaching effectiveness as perceived by teachers and burnout did not make any difference between experienced/inexperienced teachers, qualified/overqualified teachers, aided/unaided school and subjects taught (Language/Social science/Science) with the exception of age of teachers, single sex/co-ed school. Relationship of teaching effectiveness as perceived by students and burnout did not make any difference between experienced/inexperienced teachers, age of teachers, single sex/co-ed school, aided/unaided school with the exception of qualified/overqualified teachers and subjects taught (Language/Social science/Science).

Teachers had shown that their Stress and teaching effectiveness on the basis of qualification, experience, subjects taught, type of school and age of teachers are not related. Similarly teachers stress and teaching effectiveness as perceived by students on the basis of qualification, experience, subjects taught, type of school and age of teachers were not related.

Khan and Beena (2008) explored the impact of mental health on the level of burnout of the teachers teaching at different education levels. Sample comprised 640 school and college teachers of four district of the eastern Uttar Pradesh i.e. Azamgarh, Ghazipur Mau and Varansi and was drawn through random sampling technique. Burnout Scale by Hatwal and Mithila and Mental Health Status inventory by Anand Kumar and Giridher were used. It was found that teachers with low mental health were more prone to burnout than the teachers of average and high mental health. The obtained t-values 15.04, 27.11 and 7.38 were found statistically significant at 0.01 level of confidence. Teacher-respondents belonging to good, average and poor mental health had obtained different Mean scores on Burnout Inventory i.e. 97.9, 79.23 and 50.4 respectively.

Meena (2008) examined personality and occupational stress differentials of high school female teachers in Haryana. Three hundred sixty one female high school teachers were tested with Maslach Burnout Inventory. The high burnout group scored significantly high on psychoticism, neuroticism, lie scale, type-A
behaviour, Emotional exhaustion, depersonalization but low on extraversion, occupational stress and personal accomplishment. The low burnout group scored low on psychoticism, neuroticism, lie scale, type-A behaviour and all the three dimensions of burnout viz. emotional exhaustion, depersonalization and reduced personal accomplishment, but high on extraversion and occupational stress. Results revealed that high burnout female teachers had scored significantly high on three scales of personality i.e. psychoticism, neuroticism, and lie scale whereas low on extroversion than the low burnout group. It posits that female teachers characterized as aggressive, egocentric, impersonal, impulsive, unsympathetic, dogmatic, tough-minded, tense, anxious, irrational, moody, emotional, low in self-esteem, introverted, motivated to show goodness and to behave in socially desirable manner tend to develop high level of burnout in their respective occupational setting. On the measure of type- behaviour, the high burnout female teachers have obtained significantly higher scores than their counterpart low burnout teachers. It depicted that high burnout female teachers tend to be over competitive, striving for achievement, hyper- alert, restless, under pressure of time, and challenges of responsibility. An interesting finding was obtained regarding the occupational stress differential of high and low burnout female teachers. High burnout teachers had scored significantly low on scale of occupational stress.

Ravichandran and Rajendran (2008) investigated the various sources of stress experienced by higher secondary teachers. A sample of 200 higher secondary teachers was randomly selected. They were administered Teacher’s Stress Inventory developed by Rajendran. The results indicated that the personal variables: sex, age, educational levels, years of teaching experience and types of school, play a significant role in the perception of various sources of stress related to the teaching profession.

Srivastava and Asthana (2008) aimed to assess and compare mental health in lecturers and teachers group and to find out relationship between social support and mental health. For this purpose a sample of 150 working women,
age range 25-50 years. Results revealed better mental health in lecturers in comparison to teachers group. A significant positive correlation revealed that working women with high social support had better mental health.

Basu (2009) examined the mental health of college teachers and influence of gender and marital status on their mental health. A sample of 150 college teachers from Rrohikhand region was selected using multistage random sampling technique. The Mental Health Inventory (MHI) by Jagdish and Srivastav was employed to assess the mental health of the college teachers. Analysis revealed that while male teachers exhibit significantly better mental health than their female counterparts, marital status was no significant effect on the mental health of the college teachers. Male college teachers exhibit significantly better mental health as compared to their female colleagues.

Badola (2009) studied identification of stress among school teaches of six blocks of district Chamoli in Uttarakhand State. Only government primary and secondary school male and female teachers were selected. The Teachers Stress Inventory by Singh and Srivastva was used. The number of primary teachers was 51 and secondary school teachers 50. It was found that stress did not make any major impact on primary and secondary school teachers since the difference between the mean scores of the male and female teachers on this dimension was found to be insignificant. The other finding was that in rural area male teachers scored higher value in comparison to their counterpart. At the secondary level female teachers had higher mean scores in comparison to their male counterparts. Therefore, in urban areas, both, Primary and secondary female teachers had shown significant difference on their stress level.

Dewan et al. (2009) examined the effects of gender, religion and marital status upon mental health of tribal school teachers in Jharkhand. A stratified random sample of 400 tribal school teachers was selected for the study. Results revealed that gender produces significant effects on mental health. Female teachers as compared to male teachers were found to show poor mental health. The main effects of religion on mental health were found to be significant.
Christian school teachers as compared to saran teachers had better mental health. The effects of religion were same for male and female teachers and also for married and un-married teachers. Like-wise, the effects of gender were not different for married and un-married teachers.

Durani (2009)) studied stress management among working women. Study comprised of a sample of 450 working women of Delhi only. Out of the 450 working women 150 were teachers 150 were working in banks and 150 were working as nurses. Among 150 women working as teachers in schools 39% were having low stress, 20% were having high stress, 15% were having very adverse stress, 13% were having very high stress, 8% of the respondents no stress, and 5% very low stress, and 0% i.e. negligible were abnormal. There was significant difference between teachers and nurses; there was more stress among nurses than teachers. There was no significant difference between the stresses of the two groups i.e. teachers and bankers.

Kothari (2009) studied spiritual orientation as predictor of mental health in executives. Sample consisted of 100 executives from Indore city (age range of 40-45 years) Spiritual Orientation Inventory by Elkins and Mithila Mental Health Status Inventory by Anand Kumar and Thakur were used. The results revealed that the high spiritual group significantly better mental health than low spiritual group. Higher score on the test was indicative of poor mental health. It means that spirituality show its effect on mental health. The effect of spirituality on mental health was significant. The high spiritual group significantly differs from low spiritual group on all five dimensions of mental health, viz., egocentrism, alienation, expression, emotional instability and social non-conformity. Results revealed that high spiritual group scored less than the low spiritual group which indicated that better mental health of high spiritual group.

Prakash (2009) investigated effective moderators of stress – strain relationship among university teachers. The study was conducted on 185 male and 115 female teachers randomly drawn from different faculties of Dayalbagh Educational Institute and Agra University. Out of six stressors, the main effect of
only physical environment (PE), Role insufficiency (RI) and Role boundary stress (RB) was significant for vocational strain. The main effect of Rational / Cognition(R/C), Social Support (SS), Recreation (RE) and Self- care (SC) coping strategies was significant for vocational strain. The main effect of only Role Boundary (RB) and Physical environment (PE) stress was significant for Interpersonal strain (IS).

Srivastava (2009) designed a study to access the impact of age and attitude towards teaching as career on the burnout tendency of female primary school teachers of Varanasi region comprising the districts of Varanasi, Ghazipur, Mirzapur, Balia, Jaunpur and Sonebhadra. A total number of 456 female teachers were selected. Burnout Inventory (MBI) by Srivastava and Mishra was used. For measuring the effects of attitude towards teaching as career on female teachers Mervin and Divesta’s Scale by Srivastva and Gupta has been used. The co-efficient of correlation between burnout and attitude toward teaching as career for primary school female teachers was significant. Logically and psychological attitude towards teaching as career was expected to be negatively related to burnout as attitude toward teaching was the self-reported receptiveness and acceptability of teaching job in comparison with those female primary school teachers who had high burnout tendency are likely to possess low attitude towards teaching as career. It may be concluded that the teachers below 33 years of age showed less burnout level in comparison with those female teachers who were above 33 years of age. Thus burnout trait was linearly related to age.

Singh (2009) established a relationship between occupational stress and some selected background factors like length of service of the employees, distance of workplace from residence, level of education of the employees and number of dependents of the employees among dual career couples. Occupational stress was assessed with the help of Occupational Stress Index developed by Srivastava and Singh and these background factors were assessed by Background Data Checklist. The sample comprised 90 dual career couples.
where both husband and wife were engaged in some formal positions of a job in either public or private sector. Results found that there was significant relationship between these background factors and the assessed occupational stress.

Naik and Francis (2010) studied creativity in relation to mental health. The Population of study was all the class IX students reading in different schools of Sundargarh district. The sampling size of 150 students’ comprises of 75 boys and 75 girls were selected for the study. Result of the study revealed that there was no significant relationship (r = -0.18) found between high creativity of students with their mental health. No significant relationship was found between low creative of students with their mental health.

Pandhi and Rajendra (2010) examined organizational climate and teacher’s mental health in secondary schools. The study was conducted on a sample of 160 teachers across 21 secondary schools located in Bilaspur district of Chattisgarh. For collecting data Mental Health Check list by Kumar was used. There was no significant difference found in organizational climate of rural and urban schools, private and government schools, urban government and rural private schools, urban government and rural government schools, urban government and rural private schools, urban private and rural private schools, rural government and urban private schools. There was significant difference found in mental health of teachers of rural and urban high schools. There was no significant difference found in mental health of teachers of private and government schools, rural government and urban private schools, urban government and rural government schools. Organizational climate did not effect on the mental health of teachers.

From the research studies related to mental health it is concluded that if the person suffers from severe mental health problems then he/she could not be an effective teacher.
2.5 OVERVIEW

The Perusal of review of related literature provides a picture reflecting on teacher effectiveness, Job satisfaction, personality and mental health. The review of related literature pertaining to the variables under investigation provides certain indication that may be briefly summed up as under:

2.5.1 Teacher Effectiveness


Those teachers have also been found to be effective, who are not dominated by a narcissistic self and a neurotic need for power and authority (Hamachek, 1969; Mohan, 1995) whereas Richardson and Arundell (1989) Young (1990), Askew, Rhodes, Brown, William, Johnson (1997) analysed characteristics of effective school teachers and Demon (1986), Prakasham (1986), Ganeswara (1995), Evans and Judith (2002) investigated effect of strong relationship of teacher and student on teacher effectiveness.


Druva and Anderson (1983) revealed that teaching effectiveness is positively related to training and experience whereas Medly 1982; Borich, 1996; Anderson, 2001 found that teacher effectiveness depend upon teacher performance.

2.5.2 Job Satisfaction

Singh, 1988; Sumangala and Ushadevi, 2009; Muchhal and Satish, 2010; Suryanarayana and Goteti, 2010 revealed that teaching efficiency is related with the teacher’s job satisfaction.


2.5.3 Personality

Rushton, Murray and Paunonen, 1983; Hossain, 1983; Malik, 1984; Wangoo, 1984; Radha, 1984 described personality patterns of effective teachers.

Malik, 1984; Wangoo, 1984; Sowmyan and Ningama, 2010 found relationship between emotional stability and teaching success.

Nachimuthu, 2006 and Sharma, 2008 connected personality and occupational commitment.

Eyran, 2002; Judge and Mount, 2002 revealed that personality and job satisfaction were connected.

Remo and Rinoi, 2003; Slavica, 2004 and Emine, 2008 studied teacher’s personality profile and their attitude towards their profession.

Srivastava, 2005; Gnandevan and Williams, 2003 connected personality and mental health among teachers. Murray, Harry, Rushton, Philippe, Paunonen, Sampo (1990) revealed that compatibility of instructors to courses is determined in part by personality characteristics.

Teacher effectiveness have linked with outgoing, extraverted tendencies and confidence (Soloman, 1965; Srivastava and Bhargava, 1984) emotional stability, emotional maturity, calmness, low anxiety, warm and empathetic
personality, sensitivity and warmth (Gage, 1965); problem-solving ability (Gage, 1965; Matteson, 1974) less inhibition, control, less impulsive personality, sense of humour and flexibility.

2.5.4 Mental Health

Experience might have acquired certain solution skills for mental illness (Borthwick, Thornell and Wilkinson, 1982; Robin, Saffer and Kornitzer, 2000).

Good mental health of teachers positively related with job satisfaction. (Ray, 1982; Srivastava and Asthana, 2008; Stépal, Cropley, Griffith and Kirschbum, 2000). Mental health positively related with personality traits of teachers (Kumar, 2003).

Psychological stress generated problems that affect teachers mental health (Singh and Singh, 2006).

On the basis of above studies conducted in the past years, it may be summed up that teacher effectiveness in relation to job satisfaction, personality and mental health has remained an area of interest among researchers in the field of education. Above all, teacher effectiveness with special reference to job satisfaction has too been the focus of researchers.

The investigator did not find many studies in the area of teacher effectiveness in relation to job satisfaction, personality and mental health. Keeping in view, the above conclusions the study of teacher effectiveness and its correlates is significant in its need and spirit.

2.6 HYPOTHESES

The present study was undertaken with the following hypotheses:

- There is no significant difference in teacher effectiveness of male and female school teachers.
- There is no significant difference in teacher effectiveness of rural and urban school teachers.
• There is no significant difference in teacher effectiveness of school teacher having low and high job satisfaction.

• There is no significant difference in teacher effectiveness of school teachers having low and high personality dimensions.

• There is no significant difference in teacher effectiveness of school teachers having low and high mental health.

• There is no significant relationship among teacher effectiveness, job satisfaction, personality and mental health of school teachers.