Chapter-V
Summary, Conclusions, Educational Implications and Suggestions for further Research
CHAPTER-V

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and education. Creative and critical appreciation to everyone devoted to teacher education. It indicates how far pupils respond to learning in the best possible manner. Teacher educators are, as such, the avenues of effective teaching and the strategies adopted for that purpose needs orientation and reorientation with changing needs and priorities in teacher education. As laid down in the report of International Commission on Education (1996) in any event, no reform can succeed without the co-operation and active participation of teachers. The social, cultural and material status of educators should be considered as a matter of priority. Also observes by the Indian Education Commission (1964) of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant.

As is mentioned in National Policy on Education (1986) that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community. Glass (2011) opined that effective teachers have high expectations for all students and help them to learn and to bring positive academic, attitudinal and social outcomes for the betterment of society. Parihar (2011) viewed that effective teacher is one who consistently achieve his goals that are related either directly or indirectly to student learning.
In the present era of globalization, there is fierce competition in every sphere of life. Quality education becomes mandatory to compete in the international global market, but quality of education depends upon the potential and efficacy of the teachers.

Dissatisfaction of the teachers is the result of crowded classes and heavy workload of teachers in view of researchers (Lakadwala 1977; Conley, Bacharach and Bauer 1989; Kim and Loadman, 1994; Camp, 1994; Ngidi and Sibaya, 2002). Job satisfaction is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow, so teacher has to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is not satisfied in his job, not only mars the presents of the child but also the future. Different researchers revealed that job satisfaction was a result of personality characteristics of teachers (Parwal, 1984; Saad, Neximan and Richal 1988; Baron and Isen 1991).

Davidiff (1976), Fernald and Fernald (1978), Sherman (1979) Pervin(1980) and Hawes and Hawes (1982) revealed that personality is the total psychological and serial reactions of an individual.

Mental health is the ability to adjust satisfactorily to his environment in views of many researchers (Brooks and Shaffer, 1951; Hilgard, 1957; Dhingra, 1966; and Silver, 1999).

The review of related literature pertaining to the variables under investigation provides certain indications.

Suydam( 1983) ,Richardson and Arundell( 1989), Young (2000) studied components of effective classroom instruction whereas Miller, Kahler, and Rheault (1989), Foster and Finley, (1995), Luft and Thompson( 1995) explored elements of effective instruction. 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


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.

Gnandevan and Williams, 2003; Srivastava, 2005 connected personality and mental health among teachers. Murray, Harry, Rushton, Philippe, Paunonen and 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 (Sorolman, 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.

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; Stepal, Cropley, Griffith and Kirschbum, 2000). Mental health positively related with personality traits of teachers (Kumar, 2003).

The present study will explore the correlates of teacher effectiveness. Once the correlates are found, the steps can be taken to bring the improvements
in classroom teaching. It will definitely help the teachers to understand themselves and the areas which lead to effectiveness.

The results of the in hand investigation will be significantly useful for the educational administrators in matters of organizing various programmers like: refresher courses, orientation courses, seminars etc. to improve the teacher effectiveness.

If mental problems among the teachers is the result of lack of effectiveness, the understanding which this study will provide them, will help the teachers to reduce their mental problems.

The study will go a long way to clarify the relationships of various personality dimensions, mental health and job satisfaction with teacher effectiveness and will be beneficial for the authorities to organize different orientation programmes for the teachers.

STATEMENT OF THE PROBLEM

Visualizing the importance of effectiveness of teachers and finding the need to study teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health, the following problem was selected for the investigation:

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

5.1 OBJECTIVES OF THE STUDY

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

5.2 HYPOTHESES

Synchronizing with the above objective the following hypotheses were framed.

• 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

5.3 DELIMITATIONS OF THE STUDY

Following were the limitations of the study:

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

5.4 OPERATIONAL DEFINITIONS OF THE TERMS USED

The key term used in the study were operationally defined as under:

Teacher Effectiveness

In the present study teacher effectiveness means that those teachers have attained the needed competence in their roles and functions, such as the preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics and their interpersonal relations. Also these teachers excel in their other personality characteristics. They are said to be effective teachers. Teacher effectiveness includes characteristics of a teacher, his personality, attitudes etc., and process like teacher-pupil interaction and production variables like outcomes of teacher-learning process, namely pupil achievement (Umme Kulsum, 2000).

School Teachers

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

Job Satisfaction

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

Personality

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

- **The Decisiveness**- This trait refers to person’s ability to take quick decisions in controversial, to decide priorities and attend accordingly, to take a clear-cut stand over the given issues, etc.

- **The Responsibility**- It is defined in terms of a number of behavioural syndromes such as finishing a task in time, meeting people on appointed time, going somewhere according to fixed schedule, attending meeting in time etc.

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

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

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

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

- **The Ego-Strength**- Persons having the trait of ego- strength tend to concentrate and attend to different at a time, having feeling of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and actions.
• **The Curiosity**- Persons having the trait of curiosity tend to explore the details of objects or things which are relatively new tend to reach the destination in time, tend to know the contents of talks of others or reactions of others toward oneself, etc.

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

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

**Mental Health**

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

**5.5 METHODOLOGY**

Descriptive method of research was used in the conduct of present study.

**Sample**

Data were collected from 600 male and female school teachers from rural and urban 70 government schools from three districts namely Jalandhar, Bathinda and Muktsar of Punjab state. Further, 70 schools were selected from these three district; 22 out of 199 schools from Muktsar district, 27 out of 246 schools from Bathinda district and 21 out of 429 schools from Jalandhar district. Total districts of Punjab were selected according to literacy rate. Then three groups were framed according to literacy rate that is high, average and low literacy rate. One district from each of these three groups was selected.
randomly. 300 male and 300 female from 70 government schools were selected. One fifty male teachers and 150 female teachers belongs to schools in the urban area whereas 150 male and 150 female teachers belongs to rural schools

**Research Tools**

The following tools were used for data collection-

- To elicit information about the effectiveness of teachers, the Teacher Effectiveness Scale by Umme Kulsum (2000) was used.
- The level of job satisfaction of teachers was measured by using Meera Dixit’s Job Satisfaction Scale (1993).
- To evaluate the personality dimensions of teachers Ashish Kumar Singh and Arun Kumar Singh’s Differential Personality Inventory (2002) was used.
- To study the mental health among teachers, Mental Health Check list (1992) constructed by Parmod Kumar was used.

**Procedure**

The purpose of the present study, as mentioned above was to study the teacher effectiveness of school teachers in relation to their job satisfaction, personality dimensions and mental health. Data were collected from 600 male and female school teachers from rural and urban 70 government schools from three districts namely Jalandhar, Bathinda and Muktsar of Punjab state. All the four tools employed in the study were administrated to the subjects. The data for the present research were personally collected by the investigator from the teachers of government schools selected for the collection of data. The environment, testing situations and procedure for all the subjects were kept as uniform as possible to have true and correct required information. In this way, data were collected from all the subjects selected from government schools. The filled –in questionnaires/answer sheets collected from each teacher grouped in their respective category for scoring. The scoring of the answer sheets was done strictly according to the directions given in the respective test
manuals. The class interval and distribution of scores of 600 teachers was plotted and $Q_1$ and $Q_3$ were calculated to get low and high values of different variables such as job satisfaction, personality dimensions and mental health.

5.6 ANALYSIS AND INTERPRETATION OF DATA

Keeping in view the objectives of the study, results were interpreted under the following sub headings:

Teacher Effectiveness of School Teachers

The mean score of school teachers on teacher effectiveness came out to be 375.57 with standard deviation of 104.70. The median and mode values came out to be 382.50 and 420.00. It is clear that 53.3% (320) school teachers are highly effective in their teacher effectiveness.

Job Satisfaction of School Teachers

The mean score of school teachers on job satisfaction came out to be 189.35 with standard deviation of 33.82. The median and mode values came out to be 188.00 and 248.00. From the frequency distribution and mean values it is clear that 49.5% (297) school teachers are highly satisfied with their jobs.

Personality of School Teachers on Different Dimensions

(A) Decisiveness Personality: The mean score of school teachers on decisiveness personality came out to be 8.96 with standard deviation of 2.44. Results show that 55.5% (333) school teachers have high decisiveness personality.

(B) Responsibility Personality: The mean score of school teachers on responsibility personality came out to be 8.33 with standard deviation of 2.59. From the frequency distribution and mean values it is clear that 66.7% (400) school teachers have high responsibility personality.

(C) Emotional Stability: The mean score of school teachers on emotional stability personality came out to be 8.39 with standard deviation of 3.01. From
the frequency distribution and mean values it is clear that 41.7% (250 school teachers) school teachers have high emotional stability.

(D) **Masculinity Personality:** The mean score of school teachers on masculinity personality came out to be 7.77 with standard deviation of 2.94. It is clear that 46.8% (281) school teachers have high masculinity personality.

(E) **Friendliness Personality:** The mean score of school teachers on friendliness personality came out to be 9.08 with standard deviation of 2.62. From the frequency distribution and mean values it is clear that 47.1% (282) school teachers have high friendliness personality.

(F) **Hetero sexuality Personality:** The mean score of school teachers on hetero sexuality personality came out to be 7.97 with standard deviation of 2.82. This shows that 50.3% (302) school teachers have high hetero sexuality personality.

(G) **Ego-Strength Personality:** The mean score of school teachers on ego-strength personality came out to be 8.20 with standard deviation of 2.67. On the basis of frequency distribution and mean values it is clear that 41.7% (250) school teachers have high ego-strength personality.

(H) **Curiosity Personality:** The mean score of school teachers on curiosity personality came out to be 9.01 with standard deviation of 2.68. From the frequency distribution and mean values point out that 45.3% (272) school teachers have high curiosity personality.

(I) **Dominance Personality:** The mean score of school teachers on dominance personality came out to be 8.50 with standard deviation of 2.72. From the frequency distribution and mean values it is clear that 46.5% (279) school teachers have high dominance personality.

(J) **Self-concept Personality:** The mean score of school teachers on self-concept personality came out to be 8.51 with standard deviation of 2.55. On the basis of frequency distribution and mean values it is clear that 48.1% (289) school teachers have high self-concept personality.
Mental Health of School Teachers

The mean score on mental health of the total group of teachers is 23.28 with S.D. 6.11. It is clear from class interval that 47% (282) school teachers have high mental health.

Comparison of Teacher Effectiveness of Male and Female School Teachers

The mean scores of male and female school teachers for teacher effectiveness are 352.11, and 399.02 respectively. The t-ratio is 5.63, which is significant at 0.01 level. It may be stated that male and female school teachers differ significantly in teacher effectiveness. Female teachers are more effective as compared to male teachers.

Comparison of Teacher Effectiveness of Rural and Urban School Teachers

The mean scores of rural and urban school teachers for teacher effectiveness are 360.66 and 390.47 respectively. The t-ratio is 3.52, which is significant at 0.01 level. Teacher effectiveness of rural school teachers is thus significantly more as compared to urban school teachers.

Comparison of Teacher Effectiveness of School Teachers having Low and High Job Satisfaction

The mean values on teacher effectiveness for low satisfied and highly satisfied school teacher is 316.85 and 460.13 respectively. The value of t-ratio is 14.34, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high job satisfaction is thus more as compared to teachers having low job satisfaction.

Comparison of Teacher Effectiveness of School Teachers having Low and High Decisiveness

The mean values of low and high school teachers are 346.94 and 422.36. The value of t-ratio is 7.13, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high decisiveness is thus more as compared to teachers having low poor decisiveness.
Comparison of Teacher Effectiveness of School Teachers having Low and High Responsibility

The mean values of low and high school teachers are 359.57 and 405.66. The value of t-ratio is 3.93, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high responsibility is thus more as compared to teachers having low responsibility.

Comparison of Teacher Effectiveness of School Teachers having Low and High Emotional Stability

The mean values of low and high school teachers are 361.55 and 403.75. The t-ratio is 3.76, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high emotional stability is thus more as compared to school teachers having low emotional stability.

Comparison of Teacher Effectiveness of School Teachers having Low and High Masculinity

The mean values of low and high school teachers are 357.18 and 404.55; the value of t-ratio is 4.13, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high masculinity is thus more as compared to teachers having low masculinity. So the hypothesis is not accepted.

Comparison of Teacher Effectiveness of School Teachers having Low and High Friendliness

The mean values of low and high school teachers are 358.68 and 393.68. The value of t-ratio is 3.01, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high friendliness is thus more as compared to teachers having low friendliness.

Comparison of Teacher Effectiveness of School Teachers having Low and High Heterosexuality

The mean values of low and high school teachers are 342.61 and 420.86, the value of t-ratio is 6.92, which is significant at 0.01 level of significance. The
teacher effectiveness of teachers having high heterosexuality is thus more as compared to teachers having low heterosexuality.

**Comparison of Teacher Effectiveness of School Teachers having Low and High Ego-Strength**

The mean values of low and high school teachers are 349.83 and 408.14, the value of t-ratio is 4.92, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high ego-Strength is thus more as compared to teachers having low ego-Strength.

**Comparison of Teacher Effectiveness of School Teachers having Low and High Curiosity**

The mean values of low and high school teachers are 370.05 and 390.71 respectively. The value of t-ratio is 1.71, which is not significant. Results revealed that there is no significant difference in the teacher effectiveness of teachers having low and high curiosity.

**Comparison of Teacher Effectiveness of School Teachers having Low and High Dominance**

The mean values of low and high school teachers are 378.12 and 396.14 respectively. The value of t-ratio is 1.56, which is not significant. Thus there is no significant difference in the teacher effectiveness of teachers having low and high dominance.

**Comparison of Teacher Effectiveness of School Teachers having Low and High Self-Concept**

The mean values of low and high school teachers are 340.84 and 413.42 respectively; the value of t-ratio is 6.36, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high self-concept is thus more as compared to teachers having low self-concept.

**Comparison of Teacher Effectiveness of School Teachers having Low and High Mental Health**
The mean values of low and high school teachers are 308.43 and 431.23 respectively. The value of t-ratio is 11.74, which is significant at 0.01 level of significance. The teacher effectiveness of teachers having high mental health is thus more as compared to teachers having low mental health.

**Relationship of Teacher Effectiveness with Job Satisfaction**

The correlation coefficient of teacher effectiveness and job satisfaction for the total group is .559. This value is very high and positive. Job satisfaction is definitely a positive correlate of teacher effectiveness. It shows that by increasing the job satisfaction of the teachers their effectiveness can be enhanced.

**Relationship of Teacher Effectiveness with Personality Dimensions**

(A) **Decisiveness Personality:** The correlation coefficient of teacher effectiveness with decisiveness personality in case of total group of teachers is .138, which is highly positive. To enhance the effectiveness of the teachers their, decisiveness personality must be increased.

(B) **Responsibility Personality:** The correlation coefficient of teacher effectiveness and responsibility personality for the total group is .081. The correlation coefficient is significant at 0.05 level of significance. This value is positive. Responsibility personality is positive correlate of teacher effectiveness.

(C) **Emotional Stability:** The correlation coefficient between teacher effectiveness and emotional stability personality in case of total group of teachers is .073. The value of coefficient of correlation is low and not significant. It is inferred from the above value that emotional stability is a positive correlate of teacher effectiveness.

(D) **Masculinity Personality:** The correlation coefficient of teacher effectiveness and masculinity personality for the total group is .178. This is highly positive. It is inferred from the above value that masculinity personality is positive correlate of teacher effectiveness.
(E) **Friendliness Personality:** The correlation coefficient for teacher effectiveness with friendliness personality in case of total group of teachers is .076. The value of coefficient of correlation is low and not significant. It is inferred from the above value that friendliness personality is a positive correlate of teacher effectiveness.

(G) **Ego-Strength Personality:** The correlation coefficient for teacher effectiveness with ego-strength personality in case of total group of teachers is .181. The value of coefficient of correlation is highly positive. It is inferred from the above value that ego-strength personality is a positive correlate of teacher effectiveness.

(H) **Curiosity Personality:** The correlation coefficient for teacher effectiveness with curiosity personality in case of total group of teachers is .071. The value of coefficient of correlation is low and not significant. It is inferred from the above value that friendliness personality is a positive correlate of teacher effectiveness.

(I) **Dominance Personality:** The correlation coefficient of teacher effectiveness and dominance personality for the total group is .097. The correlation coefficient is significant at 0.05 level of significance. This value is positive. Dominance personality is positive correlate of teacher effectiveness.

(J) **Self-concept Personality:** The correlation coefficient for teacher effectiveness with self-concept personality in case of total group of teachers is .204. The value of coefficient of correlation is highly positive. It is inferred from the above value that ego-strength personality is a positive correlate of teacher effectiveness.

**Relationship of Teacher Effectiveness with Mental Health**

The correlation coefficient of teacher effectiveness and mental health for total group of teachers is -.472. It is a high value of correlation coefficient. This value is negative and significant at 0.01 level of confidence. It is interpreted from the above value that mental health problems has a negative correlation
with teacher effectiveness, which means mental health is a positive correlate of teacher effectiveness.

**Relationship of Job Satisfaction with Personality Dimensions**

(A) **Decisiveness Personality:** The correlation coefficient of job satisfaction with decisiveness personality in case of total group of teachers is .110 which is significant at 0.01 level. It shows there is significant positive relationship between job satisfaction and decisiveness. To enhance the job satisfaction of the teachers their, decisiveness personality must be increased.

(B) **Responsibility Personality:** The correlation coefficient of job satisfaction and responsibility personality for the total group of teachers is .045. The correlation coefficient is not significant. Responsibility personality is positive correlate of job satisfaction.

(C) **Emotional Stability:** The correlation coefficient between job satisfaction and emotional stability personality in case of total group of teachers is .044. The correlation coefficient is not significant at 0.01 level of significance. It is inferred from the above value that emotional stability is a positive correlate of job satisfaction.

(D) **Masculinity Personality:** The correlation coefficient of job satisfaction and masculinity personality for the total group is .104 which is significant at 0.05 level. It shows that there is significant and positive relationship between job satisfaction and masculinity personality. To enhance the job satisfaction of the teachers their, decisiveness personality must be increased.

(E) **Friendliness Personality:** The value of correlation coefficients for job satisfaction with friendliness personality in case of total group of teachers is .053. The value of coefficient of correlation is not significant. It is inferred from the above value that friendliness personality is a positive correlate of job satisfaction.
(F) **Heterosexuality Personality**: The correlation coefficient of job satisfaction and heterosexuality personality for the total group of teachers is .147 which is significant at 0.01 level. It shows that there is significant positive relationship between job satisfaction and heterosexuality personality. To increase the job satisfaction of the teachers, their heterosexuality personality must be increased.

(G) **Ego-Strength Personality**: The correlation coefficient for job satisfaction with ego-strength personality in case of total group of teachers is .080 which is significant at 0.05 level. It shows that there is significant positive relationship between job satisfaction and ego-strength personality.

(H) **Curiosity Personality**: The correlation coefficient for job satisfaction with curiosity personality in case of total group of teachers is .052 which is not significant. It shows that there is positive relationship between job satisfaction and curiosity.

(I) **Dominance Personality**: The correlation coefficient of job satisfaction and dominance personality for the total group of teachers is .094. The correlation coefficient is significant at 0.05 level of significance. Dominance personality is positive correlate of job satisfaction. To increase the job satisfaction of the teachers, their dominance personality must be increased.

(J) **Self-concept Personality**: The correlation coefficient for job satisfaction with self-concept personality in case of total group of teachers is .107 which is significant at 0.01 level. It shows that there is significant positive relationship between job satisfaction and self-concept personality. To increase the job satisfaction of the teachers, their self-concept personality must be enhanced.
Relationship of Job Satisfaction with Mental Health

The correlation coefficient of job satisfaction with mental health for total group of teachers is -.290 which is negative and significant at 0.01 level of confidence. It is interpreted from the above value that mental health problems has a negative correlation with job satisfaction, which means mental health is a positive correlate of job satisfaction. To increase the job satisfaction of the teachers, their mental health problems must be controlled.

Relationship of Mental Health with Personality Dimensions

(A) Decisiveness Personality: the correlation coefficient of mental health with decisiveness personality in case of total group of teachers is -.121, which is negative and significant at 0.01 level of confidence. It shows there is significant positive relationship between mental health and decisiveness. To enhance the mental health of the teachers their, decisiveness personality must be increased.

(B) Responsibility Personality: the correlation coefficient of mental health and responsibility personality for the total group of teachers is -.040. The value of coefficient of correlation is low and not significant. Responsibility personality is positive correlate of mental health.

(C) Emotional Stability: the correlation coefficient between mental health and emotional stability personality in case of total group of teachers is -.097. The correlation coefficient is negative and significant at 0.05 level of significance. It is inferred from the above value that emotional stability is a positive correlate of mental health.

(D) Masculinity Personality: the correlation coefficient of job satisfaction and masculinity personality for the total group is -.083 which is negative and significant at 0.05 level. It shows that there is significant positive
relationship between mental health and masculinity personality. To enhance the mental health of the teachers their, decisiveness personality must be increased.

(E) **Friendliness Personality:** the correlation coefficient for job satisfaction with friendliness personality in case of total group of teachers is -.106 which is negative and significant at 0.01 level of confidence. It is inferred from the above value that friendliness personality is a positive correlate of mental health.

(F) **Heterosexuality Personality:** the correlation coefficient of job satisfaction and heterosexuality personality for the total group of teachers is -.106 which is negative and significant at 0.01 level of confidence. It shows that there is significant positive relationship between mental health and heterosexuality personality. To increase the mental health of the teachers, their heterosexuality personality must be increased.

(G) **Ego-Strength Personality:** the correlation coefficient for mental health with ego-strength personality in case of total group of teachers is -.088 which is significant at 0.05 level. It shows that there is significant positive relationship between mental health and ego-strength personality.

(H) **Curiosity Personality:** the correlation coefficient for mental health with curiosity personality in case of total group of teachers is-.142 which is negative and significant at 0.01 level of confidence. It shows that there is significant positive relationship between mental health and curiosity.

(I) **Dominance Personality:** the correlation coefficient of mental health and dominance personality for the total group of teachers is-.068. The
correlation coefficient is not significant. Dominance personality is positive correlate of mental health.

(J) Self-concept Personality: the correlation coefficient for mental health with self-concept personality in case of total group of teachers is -.137 which is negative and significant at 0.01 level of confidence. It shows that there is significant positive relationship between mental health and self-concept personality. To increase the mental health of the teachers, their self-concept personality must be enhanced.

5.7. TESTING OF HYPOTHESES

On the basis of results of the study, as reported in preceding section, testing of hypotheses were made as reported under:

HYPOTHESIS-I

“There is no significant difference in teacher effectiveness of male and female school teachers.”

This hypothesis is rejected. The values of mean score for male and female school teachers for teacher effectiveness are 352.11 and 399.02. The t-ratio is 5.63, which is significant at 0.01 level. Teacher effectiveness of female school teachers is more as compared to male school teachers.

HYPOTHESIS-II

“There is no significant difference in teacher effectiveness of rural and urban school teachers.”

This hypothesis is not retained. The values of mean score for rural and urban school teachers for teacher effectiveness are 360.66 and 390.47. The t-ratio is 3.52, which is significant at 0.01 level. Teacher effectiveness of urban school teachers is more as compared to rural school teachers.

HYPOTHESIS-III

“There is no significant difference in teacher effectiveness of school teachers having low and high job satisfaction.”
This hypothesis is rejected. The mean values of school teachers for teacher effectiveness having low and high job satisfaction are 316.85 and 460.13. The value of t-ratio is 14.34, which is significant at 0.01 level of significance. Teacher effectiveness of school teachers having high job satisfaction is more as compared to school teachers having low job satisfaction.

HYPOTHESIS-IV

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

This hypothesis is partially accepted. The mean values of school teachers for teacher effectiveness having low and high decisiveness personality are 346.94 and 422.36. The value of t-ratio is 7.13, which is significant at 0.01 level of significance. The mean values of school teachers for teacher effectiveness having low and high responsibility personality are 359.57 and 405.66. The value of t-ratio is 3.93, which is significant at 0.01 level of significance. The mean values of school teachers for teacher effectiveness having low and high emotional stability personality are 361.55 and 403.75. The t-ratio is 3.76, which is significant at 0.01 level of significance. The mean values of school teachers for teacher effectiveness having low and high masculinity personality are 357.18 and 404.55 the value of t-ratio is 4.13, which is significant at 0.01 level of significance. The mean values of school teachers for teacher effectiveness having low and high friendliness personality are 358.68 and 393.68. The value of t-ratio is 3.01, which is significant at 0.01 level of significance. The mean values of school teachers for teacher effectiveness having low and high heterosexuality personality are 342.61 and 420.86, the value of t-ratio is 6.92, which is significant at 0.01 level of significance. The mean values of school teachers for teacher effectiveness having low and high ego-strength personality are 349.83 and 408.14, the value of t-ratio is 4.92, which is significant at 0.01 level of significance. The mean values of school teachers for teacher effectiveness having low and high curiosity personality are 370.05 and 390.71 respectively. The value of t-ratio is
1.71, which is not significant. The mean values of school teachers for teacher effectiveness having low and high dominance personality are 378.12 and 396.14 respectively. The value of t-ratio is 1.56, which is not significant. The mean values of school teachers for teacher effectiveness having low and high self-concept personality are 340.84 and 413.42 respectively; the value of t-ratio is 6.36, which is significant at 0.01 level of significance.

**HYPOTHESIS-V**

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

This hypothesis is rejected. The mean values of school teachers for teacher effectiveness having low and high mental health are 308.43 and 431.23 respectively. The value of t-ratio is 11.74, which is significant at 0.01 level of significance. Teacher effectiveness of teachers having high mental health is thus more as compared to teachers having low mental health.

**HYPOTHESIS-VI**

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

This hypothesis is partially accepted, there is significant relationship among teacher effectiveness, job satisfaction, personality and mental health of school teachers. Results of the present study shows that decisiveness(r=.138), masculinity(r=.178), heterosexuality(r=.247), ego- strength (r =.181), self-concept(r =.204), responsibility(r=.081), dominance(r=.097) are significantly correlated with teacher effectiveness whereas emotional stability(r=.073), friendliness (.076), curiosity (r=.071) are less and positively correlated with teacher effectiveness. Results also revealed that decisiveness(r=.110), masculinity(r=.104), heterosexuality(r=.147), dominance(r=.094), self-concept(r =.107) are significantly correlated with job satisfaction whereas responsibility(r=.045), emotional stability(r=.044), friendliness (.053), curiosity (r=.052), ego- strength (r =.080) are less and positively correlated with job
satisfaction. Decisiveness (r= -.121), emotional stability(r= -.097), masculinity(r= -.083), friendliness (-.106), heterosexuality(r= -.106), ego-strength (r = -.088), curiosity (r= -.142 ), self-concept(r = -.137) are significantly and negatively correlated with mental health problems whereas responsibility(r= -.040 ), dominance(r= -.068) are less and negatively correlated with mental health problems. Job satisfaction and mental health problems is also negatively correlated (r= -.290).

**DISCUSSION**


According to the present study female school teachers are more effective than male teachers it may be because of that women teachers are more pupil oriented, strong in human relation and personal attitudes, highly motivated, committed to personal feelings, utilized good public relation skills, demonstrated cooperation, sensitive and consequently spend more time in improving the class climate.

The results of the present study revealed that urban school teachers were more effective than rural teachers. The results of the present study go in line with the finding of Rao (1987). Rao in his study revealed that urban school teachers were more effective than those in rural schools. Where as Kang
Kang (1981) concluded that urban secondary school teachers were less effective than their rural counterparts. Raja et al. (1998), Raju and Ponnambala (1999) revealed that on teacher effectiveness, teachers did not differ significantly with respect to locale of the school where they were working.

In the present study results revealed that teacher effectiveness of urban teachers are more than rural school teachers it may be because of that they have set rules and procedures and consistently follow them resulting in a successful instructional flow and students who are on task. The teachers have developed rapport with their students through good verbal and nonverbal communication skills. There appears to be a link between their focus on instruction and seamless classroom management. These teachers are committed to helping students learn through the use of repetition as a means of ensuring student understanding of concepts and skills. Although teachers evidenced genuine caring for students, displayed tremendous classroom organizational skills, they enable their students to achieve academic success by actively engaging their students in learning in a teacher-centered classroom.

Results of the present study revealed that teacher effectiveness of teachers having high job satisfaction is more as compared to teachers having low job satisfaction. Teacher effectiveness and job satisfaction also positively and significantly correlated. Agarwal (1983), Baacke (1985), Singh (1998), Singhal (1990), Bruening and Hoover (1991), Kaur (1993) lend support to the results of the present study whereas Sexena and Jayotsna (1995), Raj (2000) do not lend support to the results of the present study. Agarwal (1983), Singh (1998), Bruening and Hoover (1991), Baacke (1985), Singhal (1990), Kaur (1993), examined relationship between teaching efficiency and job satisfaction and found a positive relationship. Effective teachers were satisfied from their jobs. Nagai et al. (2007) also revealed that poor mental health of female teachers was found to be associated with job dissatisfaction. Whereas Raj
(2000), Sexena and Jayotsna (1995) revealed that teacher effectiveness was not significantly related to job satisfaction.

In the present study results revealed that there is positive correlation between job satisfaction and teacher effectiveness it may be because of that job satisfaction is good for teacher effectiveness. It increases productivity and decreases teachers turnover. If the teachers are not satisfied with their jobs they cannot increase their performance. The poor salary structure, bad working environment, no advancement opportunities makes teachers dissatisfied with teaching profession. Salary, working environment, promotion, and benefits are the important motivating factors. Unless a man is dissatisfied with his job, it is very difficult for him to carry on his duties honestly and efficiently. So job satisfaction must be increased to enhance teacher effectiveness.

Results of the present study revealed that teacher effectiveness of teachers having high decisiveness, masculinity, heterosexuality, ego-strength, self-concept are more as compared to teachers having low curiosity and dominance.


Rushton, Murray and Paunonen(1983) described that effective teacher is liberal, sociable, showing leadership, extraverted, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive. Wangoo (1984) concluded that personality adjustment, democratic leadership, a higher degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness. Malik (1984), Radha (1984), Baacke (1985), Bansibihari and Surwade (2006) found that intelligence, emotional stability, tender mindedness, suspiciousness, self-sufficiency, placidity personality factors were significantly related with teaching success. Khanna (1985)
explored that the successful teachers had traits which were positively helpful and valuable for the mental health of the individual. Kaur (1989), Diem (1989) found that intelligence was positively correlated with teachers effectiveness. Positive self concept was found to have positive affect on teacher effectiveness. Padmanbhaiah and Bhagwan (1994) found significant relationship between teaching effectiveness and personality factors. Dass (1995) found that those teachers, who were high in intelligence, were more effective in teaching than those with low intelligence. Effective teachers showed the higher emotional maturity and low level of job stress as compared to ineffective teachers. Teachers having high positive self concept, were more effective in teaching than the teachers having low self concept. Chan (2002) concluded that teachers with high degree of extraversion were found to be effective as compared to introvert teachers.

Eyran, Judge and Mount (2002) revealed that personality and job satisfaction were positively connected. Srivastva (2005) noticed that personality traits influenced the mental health of primary and secondary teachers and extrovert teachers enjoy better mental health as compared to introvert teachers. Kumar (2003) revealed that mental health positively related with personality traits of teachers.

Kumar (2009) explored that 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 differ with regard to personality factor lower ego strength vs. high ego strength, submissiveness vs. dominance and weaker super ego strength vs. stronger super ego strength.

It may be because of that effective teachers reserved more decisiveness, masculinity, heterosexuality, ego- strength and self- concept than ineffective teachers. Effective teachers are self assured, secure, untroubled, and liberal and are open to change. Personality is very important in teacher effectiveness.
Results of the present study revealed that teacher effectiveness of teachers having high mental health is more as compared to teachers having low mental health. Findings of the present study revealed that teacher effectiveness is positively and significantly correlated with mental health. The results of studies of Ray (1992), Roul (2002), Verma, Singh and Sharma (2003), Srivastva (2005) goes in line with the results of the present study they found that effective teachers had good mental health and positive attitude as compared to ineffective teachers. Ray (1982), Srivastava and Asthana (2008), Stepal, Cropley, Griffith and Kirschbum (2000) found that good mental health of teachers positively related with job satisfaction.

Results of the present study shows that mental health problems have negative correlation with teacher effectiveness it may be because of that mental condition shows reflection in ones acts and deeds. A mentally unhealthy person is likely to be devoid of it. If the person suffers from anxiety and tension, restlessness, nervousness, loneliness, hopelessness, disturbed sleep, anger, indigestion, acidity etc, it will result in behavioral deformations and severe mental health problems. So in the light of the above discussion, it can be revealed that job satisfaction, personality and mental health are correlated with teacher effectiveness.

Thus the findings of the present study pertaining to teacher effectiveness vis-a-vis job satisfaction, personality and mental health have a theoretical and empirical support from the literature and these are logical and relevant to explain school teachers’ teacher effectiveness.

5.8 CONCLUSIONS

Thus following conclusions were drawn on the basis of the study:

- Majority of the teachers were found highly effective.
- Nearly half of the teachers in the sample had high job satisfaction.
- Majority of the teachers had high decisiveness, responsibility and heterosexuality personality.
• Majority of the teachers had less emotional stability, masculinity, friendliness, ego-strength, curiosity, dominance and self concept personality.

• More than half of the teachers in the sample had low mental health.

• Teacher effectiveness of female school teacher is thus significantly more as compared to male teachers.

• Teacher effectiveness of urban school teacher is thus significantly more as compared to rural school teachers.

• Teacher effectiveness of teachers having high job satisfaction is thus more as compared to teachers having low job satisfaction.

• Teacher effectiveness of teachers having high decisiveness, responsibility, emotional stability, masculinity, friendliness, heterosexuality, ego-strength and self-concept is thus more as compared to teachers having low decisiveness, responsibility, emotional stability, masculinity, friendliness, heterosexuality, ego-strength and self-concept. Teachers having low and high curiosity and dominance thus do not differ significantly in teacher effectiveness.

• Teacher effectiveness of teachers having high mental health is thus more as compared to teachers having low mental health.

• Teacher effectiveness, job satisfaction, personality dimensions and mental health were found positively correlated.

• Job satisfaction and mental health was found positively correlated.

• Job satisfaction and personality dimensions was found positively correlated.

• Mental health and personality dimensions was found positively correlated
5.9. EDUCATIONAL IMPLICATIONS

Any educational research is worthwhile if results into fruitful educational implications. In so far as the present investigation is concerned, it can be claimed that valuable information has been obtained on the different aspects of teacher effectiveness and its relation to job satisfaction, personality and mental health. Following are the educational implications of the present study.

- As per the results of present study there is more teacher effectiveness in case of female school teachers. It may be useful for the head of the institutions to understand the teacher effectiveness of male and female school teachers. An orientation to ineffective male teachers may be useful for improving their teacher effectiveness.

- As per the results of present study there is more teacher effectiveness in case of urban school teachers. This finding may be useful to the teachers for becoming more conscious to their teacher effectiveness. The findings may be useful for to the school administration in general while in maintaining the teacher effectiveness into their school teachers. Therefore care should be taken in schools of rural areas.

- Job satisfaction is positively correlated with teacher effectiveness according to the results of the present study. In view of the possible adverse consequence of teachers’ job dissatisfaction certain measures must be undertaken to alleviate teachers’ job dissatisfaction in order to enhance their teacher effectiveness. It has been seriously observed that most of the govt. schools lack basic facilities and infrastructure, which may be the cause of dissatisfaction among school teachers. So, it is suggested that the facilities and working conditions of the government schools should be augmented liberally. Highly qualified teachers at low grade posts feel job dissatisfaction, so promotion avenues should be opened for the teachers. There should be a regular exchange of teachers working in rural and urban schools. It will reduce boredom and ensure
uniform standards of teaching. Time to time, guidance and counseling programmes, refresher courses, should be organised for teachers so that teachers may discuss their problems and causes of dissatisfaction. It is thus recommended that steps should be taken to ensure maximum job satisfaction among teachers in order to accelerate their effectiveness. It has been seriously observed So the government and institution should try to provide job satisfaction to the teachers.

Findings of the present study reveal that the teachers having low personality on different dimensions are not effective teachers. Most effective teachers tend to have higher decisiveness, responsibility, emotional stability, heterosexuality, ego-strength, curiosity, dominance and self-concept to the least effective teachers. Therefore personal and social personality characteristics of teachers should be examined before their selection and recruitment to different institutions. Tendencies and characteristics should be nurtured by the principals, policy planners and well wisher of the society for the professional growth and development. It will help in increasing the teacher effectiveness of teachers.

Findings of the present study reveal that the teachers having low mental health are not effective teachers. These teachers should be properly guided. The principal should talk to the teacher and know the causes of tension, headache, hopelessness etc. He can mitigate the problems through his leadership qualities. Teachers should be exempted from duties other than teaching like: census duties, election duties, social surveys etc. salaries should be paid regularly. Members of the staff and heads of the schools should be motivation to create cooperative, academic and conducive environment among schools. Undue political and community interference should be curbed. Another important phenomenon, which is of recent origin, is that public and also the education officers condemn the teachers more than to encourage them. It should be avoided because this causes mental strain among teachers. To
maintain the physiological and psychological fitness of teachers, it is recommended that yoga and meditation camps should be organized time to time in schools. So that teachers may get the training of stress management and learn stress coping strategies to deal with environmental demands – social, emotional and physical.

5.10. SUGGESTIONS FOR FURTHER RESEARCH

There is no meaningful research the does not provide cause for the further investigation. In fact by universal opinion and experience, the solution of one problem tends to indicate many other unsolved problems, waiting for scientific probing. Also every investigator after accomplishing his/her own piece of research may feel inspired to do more research through his/her own efforts, and may also feel greatly motivated to indicate new areas of research for others.

Some suggestions for further research are put fourth as follows:

- The study as confined only to Punjab state. The present study, therefore, cannot claim to have comprehensiveness. Conclusions may not be universally valid. It is therefore suggested that study may be conducted on more other districts, to establish the results fairly.

- The study was conducted only on government middle school, government secondary school, government senior secondary school teachers. This may be conducted on teachers of primary as well as higher classes, which may be reveal different patterns adopted by teachers at different levels.

- The samples of only 600 teachers were considered. A study may be conducted on large population to search at very definite conclusions regarding teacher effectiveness, job satisfaction, personality and mental health.

- The study was confined only to variable of teacher effectiveness, job satisfaction, personality and mental health. The further investigation can
be made by taking other variables like value dimension, occupational stress, teaching style.

- A study can also be conducted on teachers teaching in school affiliated to different school boards.

- The study may be replicated on a large sample to find the reliability and validity of the present study.

- Similar study may be undertaken on private schools of Punjab state.