ABSTRACT

The present study was undertaken to examine teacher effectiveness of school teachers in relation to their job satisfaction, personality and mental health. The aim of present study was to identify teacher effectiveness of school teachers in terms of gender and locale. Further attempt was also made to study teacher effectiveness of school teachers having low and high job satisfaction, personality dimensions and mental health and to ascertain the relationship among teacher effectiveness, job satisfaction, personality, and mental health. A sample of 600 school teachers from Bathinda, Muktsar and Jalandhar districts of Punjab state was selected randomly. Four tools have been selected by researcher for collection of data- Teacher Effectiveness Scale by Umme Kulsum, Meera Dixit’s Job Satisfaction Scale, Ashish Kumar Singh and Arun Kumar Singh’s Differential Personality Inventory and Mental Health Check list constructed by Parmod Kumar. The collected data was analyzed by applying mean, S.D., t-test and correlation. The findings of the study revealed that 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 hetero- sexuality personality, whereas 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 and the findings also indicated that teacher effectiveness of female school teachers was significantly more as compared to male teachers and teacher effectiveness of urban school teachers was significantly more as compared to rural school teachers. Teacher effectiveness of teachers having high job satisfaction was more as compared to teachers having low job satisfaction. It was also found that teacher effectiveness of teachers having high decisiveness, responsibility, emotional stability, masculinity, friendliness, hetero sexuality, ego-strength and self-concept was more as compared to teachers having low decisiveness, responsibility, emotional stability, masculinity, friendliness, hetero sexuality, ego-strength and self-concept but teachers having low and high curiosity and dominance thus did not differ significantly in teacher effectiveness. The findings also revealed that teacher effectiveness of teachers having high mental health was more as compared to teachers having low mental health. Results further revealed that teacher effectiveness, job satisfaction, personality dimensions and mental health were found positively correlated and job satisfaction and mental health was found positively correlated. Results also showed that job satisfaction and personality dimensions was found positively correlated and mental health and personality dimensions was found positively correlated. On the basis of the findings, recommendations were derived.