

# Teaching Effectiveness of College Teachers in Relation to their Mental Health: an Exploration

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## ABSTRACT

*The purpose of the present study is to explore the effectiveness of college teachers in relation to their mental health in respect of their gender (male and female) and locality (rural and urban). Descriptive survey method is used in this study with sample of 272 college teachers comprising of 136 male (68 from Kamrup Rural and 68 from Kamrup Metro) and 136 female (68 from Kamrup Rural and 68 from Kamrup Metro) teachers are randomly selected. Teacher Effectiveness Scale by Dr. Shallu Puri and Prof. S.C. Gakhar and Employees Mental Health Inventory by Dr. Jagadish are used for collection of data. Result revealed that majority of the scores, for both male and female, in different aspects of teaching effectiveness are high and almost similar. Significant positive correlation is found between mental health and teaching effectiveness of college teachers. It is also found that significant difference prevail in mental health of teachers in colleges belonging to rural and urban areas which directly affect the effectiveness of the teachers.*

**KEY WORDS:** Gender, Location, Mental health, Teaching effectiveness

## 1.INTRODUCTION

In the present day context, rapid expansion of education system has considerable influence on the competencies, skills, abilities and motivation of teachers. The teachers of a nation plays the most vital role in educating the entire citizen of the country and it is an established fact that they are important pillar as well as nation builders of the educational system. In modern scenario, more emphasize is given to quality based education system. So, to provide quality based education, educators should themselves be psychologically and academically effective. For better contribution to educational improvements, a competent and effective teacher is a vital spark in educational process. Therefore, a good and effective teacher and the quality of teaching always have been given prominent importance for the development of the student as well as the society. Effective teaching depends upon the psychological state of mind of the teacher, as the achievement and aspirations of the nation get evaluated through the work of the teacher. Teachers' physical and psychological mental health influences the whole organizational setting, proficiency and performance. Teaching is regarded as a human service profession; in order to make proper conducive environment teacher must have sound mental health, satisfaction towards the job and enthusiasm is preferable factor. According to the database of District Information System for Education (DISE, 2013-14), jointly developed by National University of Educational Planning and Administration (NUEPA), Ministry of Human Resource Development, Government of India and United Nations International Children's Emergency Fund(UNICEF), in India, around 1.4 million teachers are engaged in providing secondary education where the teacher-student ratio is 1:25, whereas in the state of West Bengal, around 87,672 regular

teachers are imparting secondary education where the teacher-student ratio is 1:28. So, the quality of these teachers is extremely important to the quality of this nation as well as to the state of West Bengal. In the present day context, mental health concept has been reported as an important prerequisite of one's total health which includes social, physical and emotional aspects of adjustment. The mental health of educators is a growing problem in many countries. Globally, more than 300 million people suffer from depression, the leading cause of disability. More than 260 million are living with anxiety disorders. Many of these people live with both. At a global policy level, WHO's Global Plan of Action on Worker's Health (2008-2017) and Mental Health Action Plan (2013-2020) outline relevant principles, objectives and implementation strategies to promote good mental health in the workplace. These include: addressing social determinants of mental health, such as living standards and working conditions; activities for prevention and promotion of health and mental health, including activities to reduce stigmatization and discrimination; and increasing access to evidence-based care through health service development, including access to occupational health services. To assist organizations and workers, WHO has produced the "Protecting Workers' Health" series which provides guidance on common issues such as harassment and stress that can affect the health of the workers. A recent WHO-led study estimates that depression and anxiety disorders cost the global economy US\$ 1 trillion each year in lost productivity (Mental health in the workplace information sheet, Sept 2017). A countrywide National Institute of Mental Health & Neurosciences (Nimhans) study has revealed a shocking prevalence of mental illness in India. Nearly 150 million Indians are in a need of active medical intervention, according to the study, submitted by Nimhans to the union ministry of health and family welfare. Concerned over the growing problem of mental health in India, the ministry had appointed Nimhans to study the mental health status in the country in 2014 to come up with stronger mental health policies. The Education Department did not immediately respond to a request for comment on the findings, which relied on a random sample of 830 members the teachers' federation as well as educators in two New York school districts. More than 4,000 other educators responded to a public version of the survey online. The findings show that 61% of educators, as well as school staff, say their work "always" or "often" stressful. They also don't appear to get much sleep: Only one in five (18%) get eight or more hours of sleep per night. The vast majority (78%) manage five to seven hours a night.

### **1.1 TEACHING EFFECTIVENESS**

Teaching effectiveness is a revolutionary demand to lead multidimensional proposition among students. Effectiveness refers to the excellence, optimum level of efficiency, productivity, height of maturity, dynamic personality in the field of teaching-learning process. Effective teaching is defined as a 'blended art' and effectiveness includes characteristics of cognitive perception, classroom management skill, decision making strategies, proper implementation of teaching aids, inter personal relationship with colleagues, parents and students. Glass (2011) has the opinion that effective teachers use different resources to plan and structure learning opportunities, monitor students' progress formatively adapting instruction as needed and as important for efficiency and mental health. Teaching effectiveness is the outcome of the self-efficiency of the teachers. Effectiveness of teachers is influenced by many factors such as well-balanced personality, high level of intelligence and creativity, appropriate strategies to solve the classroom problem, create congenial environment

for studies, teaching experience, mental health etc. To understand the concept of “teaching effectiveness” it is important to know about the qualities of effective teachers.

- i. Effective teachers clarify the points clearly for better understanding of students.
- ii. Organize the material in a sequential manner to facilitate better learning.
- iii. Effective teachers are energetic, dynamic and enthusiastic in nature.
- iv. Effective teachers play an important role as a good instructor, director, planner towards development of subject matter, method of teaching etc.

## 1.2 MENTAL HEALTH

According to [2] mental health is a situation of psychological maturity. It is a condition of personal and social performance with a maximum of effectiveness and satisfaction. Mental health involves positive judgment and attitudes towards the self and others also. Yong and Yue (2007) in various studies show that teachers have one of the most stressful occupations. Long-term work stress may lead to burnout, which gravely affects teachers' physical and mental health, lowers the quality of their work, and, in turn, impairs their students' physical and mental health and development and imperils the sound development of education. Teaching is regarded as one of the most challenging professions. Teachers' mental health plays an important role in the teaching-learning process. The whole responsibility of the teaching profession bestowed upon the teachers and if a teacher is not mentally or physically sound he cannot fulfill his duties. Inadequate mental health adversely affects the mental health of the learner. It is very essential to improve the health status with positive relationship, sense of wellbeing, positive sense of self-esteem within the organization. World Health Organization in 2001 proposed that mental health is a state of well-being in which the individual realize his or her own abilities, can cope with the normal stress of life, can work productively and fruitfully and is able to make a contribution to his or her community.

## II.LITERATURE REVIEW

**Bala Ranju (2017) Teacher Effectiveness of Secondary School Teachers in Relation to Their Emotional Intelligence, Dasuya, India.** The analysis revealed that there were significant differences owing to sex variation as the female teachers having higher mean value has been considered to be having better effectiveness compared to their male counterparts.

**Gorsy C, Panwar N, Kumar S. (2015) Mental health among government school teachers** revealed that significant gender differences exist among government school teachers and male school teachers were found better on mental health than their female counterparts. Additionally, teachers posted at schools located under urban area were found higher on mental health as compared to teaches posted at schools located under rural areas.

**Kumari Anjali et. all (2014) conducted a study of teacher effectiveness of secondary school teachers with reference to certain demographic variables.** The present study was undertaken to find out the effectiveness of secondary school teachers located in **Bilaspur, Chattishgarh, India**. The study also aimed to find out whether

gender and types of habitation influenced their effectiveness. Result revealed that there was no significant difference in the teacher effectiveness of secondary school teachers with respect to gender.

**Pradhan Roshan (2016) Mental health of Secondary School Teachers in Sikkim, India.** The analysis of the study revealed that there were significant differences owing to sex variation as the female teachers having higher mean value has been considered to be having better mental health compared to their male counterparts

**Sethi Urmil (2015) conducted A study of the Relationship between Mental Health and Teacher Effectiveness of Secondary School Teachers in Abohar Punjab, India.** The study was done to investigate the relationship of mental health and the teacher's effectiveness of secondary school teachers located. The study was conducted over a sample of 120 secondary school teachers. The results reported that there is significant relationship between mental health and teacher effectiveness of secondary school teachers.

### III.NEED AND SIGNIFICANCE OF THE STUDY

In educational sector, effectiveness of teaching is one of the major and prominent factors as the whole education system depends upon active, resourceful and effective teachers. In the present day context in India, to cope up with changing demands of future generation we should pay attention towards the effectiveness and efficiency of teachers. College teachers occupy a place of crucial importance. The study is significant as it will facilitate the process of professional development, better understanding for achieving effectiveness of teachers which is the most challenging issues for academic, administrative and overall enhancement of the organization. Due to the emerging demands, highly competitive works, the teachers are confronted with dual role conflict. Mental health issues of the college teachers are an unavoidable concept. For effective functioning of teachers a good mental and physical health is an important pre-requisite factor. Therefore, knowing about the mental health of teacher in an organization matters very much in educational system.

Teacher effectiveness may be influenced by various factors namely teaching experience, organizational setting, mental health, professional training, emotional intelligence etc. Through this study the investigator wants to examine teacher effectiveness in relation to mental health of college teachers. The investigator also endeavors to compare the teacher effectiveness and mental health among male & female college teachers, among rural & urban teachers and also study the relationship between teacher effectiveness and mental health among college teachers. The results will definitely contribute in the field of teaching.

### IV.STATEMENT OF THE PROBLEM

The research problem undertaken is entitled as “**Teaching Effectiveness of College Teachers in Relation to their Mental Health: an Exploration**”. Before going into much detail, we want to mention what we mean by two key words Teaching Effectiveness and Mental Health.

- **Teaching Effectiveness:** In the present study effectiveness of college teachers mean the effectiveness of teaching delivered by the teacher in the following dimensions: ability of the teacher to use knowledge, skill and behavior to create an effective learning environment in the classroom, personal and professional qualities etc.

- **Mental Health:** In the present study, mental health of college teachers has been taken as the state of mental pleasure, lacking of psycho-physiological complaints, healthy values that determine a person's overall level of personal effectiveness.

## V.OBJECTIVES OF THE STUDY

1. To find out the difference in teacher effectiveness among male and female college teachers.
2. To find out the difference in teacher effectiveness among rural and urban college teachers.
3. To find out the difference in mental health among male and female college teachers.
4. To find out the difference in mental health among rural and urban college teachers.
5. To investigate the correlation between the teaching effectiveness of college teachers and mental health

## VI. HYPOTHESES

- (a) There will be no significant influence of gender (male/ female) on teaching effectiveness of college teachers.
- (b) There will be no significant influence of location (urban/rural) on teaching effectiveness of college teachers.
- (c) There will be no significant influence of gender (male/female) on mental health of college teachers.
- (d) There will be no significant influence of locality (rural/urban) on mental health of college teachers.
- (e) There will be no significant relationship between teaching effectiveness of college teachers and mental health.

## VII.METHODOLOGY

Methodology has to be the most important aspect towards any study. In research, there are numerous methods and procedures to be applied such as Historical Method, Experimental Method, Survey Method, Descriptive Method and Case study Method. Out of these methods, the survey method was selected which was most appropriate to the project under investigation. This chapter provides a description of the quantitative design used in the present study. The purpose is to study effectiveness of teaching of college teachers in relation to their mental health: an Exploration.

### 7.1 Research Design:

In this study quantitative research methods are utilized to test the proposed hypotheses. Descriptive method of research is employed for the present study as the method is concerned with surveying, describing and investigating the existing phenomenon, conditions and relationship that exists.

### 7.2 POPULATION

All the 16 provincialized degree college teachers under Gauhati University of Kamrup (rural/metro) District, Assam.

### 7.3 SAMPLE

With a purpose to include a variety of government colleges, we have selected a sample of teachers teaching at college level in the district of Kamrup (Rural) and Kamrup (Metro) in Assam for the first phase of sample collection. The sample of our study consists 272 college teachers from different provincialized colleges under Gauhati University of Kamrup (Rural) and Kamrup (Metro) district. From these colleges 136 male (68 male

from Kamrup rural and 68 from Kamrup metro) and 136 female (68 female from Kamrup rural and 68 from Kamrup metro) teachers were randomly selected for the study. Stratified random sampling technique was used.

#### 7.4 INCLUSION CRITERIA:

- I) Gender- Male/Female
- II) Locality-Rural/Urban
- III) Different provincialized colleges under Gauhati University of Kamrup (Rural) and Kamrup (Metro) district.

#### 7.5 Tools and Techniques of data collection:

- 1) **Teacher Effectiveness Scale:** The scale used for this study was constructed and standardized by Dr. Shallu Puri and Prof. S.C. Gakhar which comprises of 68 questions covering the range of 6 effectiveness area namely academic and professional knowledge, preparation and presentation of lessons, attitude towards students, use of motivation, reward and punishment, result and feedback accountability, personal qualities.
- 2) **Employees Mental Health Inventory:** The scale used for this study was constructed and standardized by Dr. Jagdish. This scale comprises of 24 questions covering mental pleasure and psycho-physiological complaints.

#### 7.6 STATISTICAL SUPPORT:

The data were mainly analyzed in terms of Mean, SD, Pearson Correlation, t-test.

### VIII. DATA ANALYSIS AND INTERPRETATION:

The relevant data collected are tabulated under different headings of the variables in the study and the analysis of data is done accordingly.

**Objective No.1** To find out the difference in teacher effectiveness among male and female college teachers.

**Hypothesis:** There will be no significant influence of gender (male/ female) on teaching effectiveness of college teachers.

**Table No.1 Comparison between Male and Female**

Sl. No.	Areas	Male		Female		t-value	Significant
		Mean	SD	Mean	SD		
1	Academic and professional knowledge	20.79	2.62	24.71	3.01	-8.48	Sig
2	Preparation & presentation of lesson plan, classroom management	101.76	10.81	103.85	11.08	-1.573	Not sig

3	students, parents, colleagues, head of institution	63.52	6.65	66.35	6.63	-4.367	Sig
4	Use of motivation, reward & punishment & interest in all round development	29.09	3.37	29.34	3.69	-0.584	Not sig
5	Result, feedback accountability	7.38	1.49	7.55	1.54	-0.922	Not sig
6	Personal qualities	57.19	6.18	61.49	6.37	-4.701	Sig
	Total	279.73	31.12	293.29	32.32	-4.65	Sig

From the “t” value we can say that the result is significant and it indicates that there is statically significant difference between male and female on different areas of teaching effectiveness of college teachers. So, the hypothesis there will be no significant difference of gender (male/female) on teaching effectiveness of college teachers is rejected.

**Objective No.2** To find out the difference in teacher effectiveness among rural and urban college teachers.

**Hypothesis:** There will be no significant difference of locality (rural/urban) on teaching effectiveness of college teachers.

**Table No.2 Comparison between Rural and Urban**

Sl.No	Areas	Male		Female		t-value	Significant
		Mean	SD	Mean	SD		
1	Academic and professional knowledge	19.96	2.61	21.54	2.48	-5.124	Sig
2	Preparation & presentation of lesson plan, classroom management	98.93	9.36	106.67	11.14	-6.199	Sig
3	students, parents, colleagues, head of institution	61.40	6.25	66.47	6.05	-6.805	Sig
4	Use of motivation, reward & punishment & interest in all round development	28.04	3.74	30.39	2.87	-5.824	Sig

5	Result, feedback accountability	7.05	1.41	7.88	1.50	-4.704	Sig
6	Personal qualities	55.35	5.18	60.32	6.34	-7.075	Sig
	Total	270.73	24.81	293.27	27.66	-7.076	Sig

From the “t” value it is observed that there is statistically significant difference between Rural and Urban college teachers on different areas of Teaching Effectiveness. It means that Locality of college has a significant influence on Teaching Effectiveness. So, the hypothesis that there will be no significant difference of locality (rural/urban) on teaching effectiveness of college teachers is rejected.

**Objective No.3** To find out the difference in mental health among male and female college teachers.

**Hypothesis:** There will be no significant influence of gender (male/female) on mental health of college teachers.

**Table No.3 Comparison between Male and Female**

Gender	N	Mean	SD	Std. Error Mean	t- value	df	Sig(2-tailed)
Male	136	20.3971	3.5408	.3736	1.56	270	.136
Female	136	18.7279	3.8364	.3289			

From the “t” value it is observed that there is statistically no significant difference between male and female on mental health college teachers on. The mean value is little high in case of mental health of male teachers than female. So, the hypothesis that there will be no significant influence of gender (male/female) on mental health of college teachers is accepted.

**Objective No.4** To find out the difference in mental health among rural and urban college teachers.

**Hypothesis:** There will be no significant influence of location (rural/urban) on mental health of college teachers.

**Table No.4 Comparison between rural and urban**

Area	N	Mean	SD	Std. Error Mean	t-value	df	Sig(2-tailed)
Rural	136	17.7721	3.7868	.3247	-6.128	270	.000
Urban	136	20.3529	3.1282	.2682			

Table 4 shows that there is statistically significant difference of location on mental health of college teachers. The mean value is high in case of mental health of urban college teachers than rural college teachers. So, the



hypothesis that there will be no significant influence of location (rural/urban) on mental health of college teachers is rejected.

**Objective No.5** To investigate the correlation between the teaching effectiveness of college teachers and mental health.

**Hypothesis:** There will be no significant relationship between teaching effectiveness of college teachers and mental health.

**Table No.5\*\*Correlation is significant at the 0.01 level (2-tailed)**

	TOT_ EMHI	TES-I	TES-I I	TES-III	TES-I V	TES-V	TES-VI	TES Total
TOT_EMHI	1							
<b>TES-I</b>	.498**	<b>1</b>						
<b>TES-II</b>	.463**	<b>.670**</b>	<b>1</b>					
<b>TES-III</b>	.567**	<b>.690**</b>	<b>.844**</b>	<b>1</b>				
<b>TES-IV</b>	.506**	<b>.573**</b>	<b>.742**</b>	<b>.797**</b>	<b>1</b>			
<b>TES-V</b>	.414**	<b>.451**</b>	<b>.621**</b>	<b>.535**</b>	<b>.491**</b>	<b>1</b>		
<b>TES-VI</b>	.442**	<b>.635**</b>	<b>.874**</b>	<b>.848**</b>	<b>.738**</b>	<b>.581**</b>	<b>1</b>	
<b>TES-TOTAL</b>	.738**	<b>.743**</b>	<b>.960**</b>	<b>.935**</b>	<b>.836**</b>	<b>.647**</b>	<b>.953**</b>	<b>1</b>

From the above table it is observed that there is significant positive correlation between mental health and teaching effectiveness in all the six areas. Results indicate that teachers with mentally competent has high level of teaching effectiveness. This is because of the fact that good mental health is the prerequisites for a good and effective teacher. Healthy and mentally competent teachers can contribute in the field of teaching with great enthusiasm; make an effective use of material aids, pay individual attention to each student, make efforts to introduce new methods and techniques in teaching, which greatly influence the effectiveness of teachers.

Results clearly indicate that significant relationship exist between mental health and teaching effectiveness of college teachers in different areas, so the hypothesis that there will be no significant relationship between teaching effectiveness of college teachers and mental health is rejected.

### Major Findings of the Study

On the basis of the above analysis it can be found that:

- There is significant difference between male and female college teachers on teaching effectiveness.
- There is significant difference between rural and urban college teachers on teaching effectiveness.
- There is statistically no significant difference between male and female on mental health college teachers.
- There is statistically significant difference of location on mental health of college teachers.
- There is significant positive correlation between mental health and teaching effectiveness of college teachers.

## IX. DISCUSSION ON THE RESULTS

In this study, it is found that there is significant difference between male and female college teachers on teaching effectiveness. It means that gender has significant influence on teaching effectiveness of college teachers in our survey area which is district of Kamrup (Rural) and Kamrup (Metro). This finding is also in conformity with the earlier studies conducted by Singh (2011); Goyal & Duggal (2012); Goel (2013); Bala Ranju (2016). All the studies showed that gender has significant influence on teaching effectiveness of college teachers. However, the study conducted by Sarla Rani & Poornima Devi (2015); Seema (2015); Umasankar Dash & Pranab Barman (2016) has contradicted our findings. All the studies showed that gender has no significant influence on teaching effectiveness of college teachers has contradicted our finding. The probable reason behind this may be the area of study.

Our next finding is that teachers of colleges located in the urban area were more effective than the teachers of rural area colleges. It means that locality has a significant influence on teaching effectiveness of college teachers in the district of Kamrup (Rural) and Kamrup (Metro). Similar results we can find in earlier studies of K. Thirumavalavan & V. Balakrishnan (2013); P. Pachaiyappan & D. Ushalaya Raj (2014); Umasankar Dash & Pranab Barman (2016). They also found that locality of school has a significant impact on teaching effectiveness of school/college teachers. But, Tyagi (2013) and Umender Malik & Pramila Malik (2014) have contradictory findings to our results. They said that locality has no significant influence on teaching effectiveness of college teachers.

Another important result is that statistically significant difference of location on mental health of college teachers. The present research is consistent with previous research by Baro, S. D. (2014) revealed significant difference between urban and rural teachers. They also explored that, the mental health of the urban teachers was better than the rural teachers. The result was inconformity of the earlier study Kumar, V., Kumar, P., & Kumari, R. (2013); Kaur, S., Niwas, R., & RAi, V. (2015).

In our study, it is also found that there is statistically no significant difference between male and female college teachers on mental health. Acceptance of hypothesis on the basis of t-test signifies that mental health of college teachers is not differed in respect of gender variations. The finding supported by the study Baro, S. D., & Panda, B. B. (2014); Kaur, S., Niwas, R., & RAi, V. (2015); Pradhan, R. (2016). But significant difference was found by Gangwar, P., & Singh, P. (2004).

The study also reveals significant positive correlation between mental health and teaching effectiveness of college teachers. The present research is in line with the previous research conducted by **Sethi Urmil (2015)**. The results reported that there is significant relationship between mental health and teacher effectiveness of secondary school teachers.

## X. CONCLUSIONS

An effective teacher significantly contributes to the success of educational endeavor. Updated knowledge in subject-matter, an amicable personality, good inter-personal skills as well as imparting teaching learning in a congenial healthy environment are equally important. The present study reveals certain other aspects of teacher

effectiveness. Organization of seminars and workshops, participation of refresher courses is essential to enhance the effectiveness of college teachers. In-service and pre-service training has also positive impact on teaching.

This study also signifies that urban college teachers are more effective in teaching than rural college teachers. This may be due to the fact that urban teachers come across new teaching methods more frequently than rural teachers. Better facilities should be provided to rural colleges also so that teachers may feel more satisfied and can work with more dedication. The findings of the study will help to create a conducive environment for teaching which will lead to high effectiveness of college teachers. The study also indicates statistically significant difference of location on mental health of college teachers. To enhance the mental health of college teachers to the highest level on teaching learning process, school authorities have to implant the commitment within staff members, encourage team spirit, values etc. This may useful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective. In the modern world, to cope up with the competitive challenge for preparing future generations, there is the necessity of physically and mentally healthy as well as satisfied teachers. For all round development of the students in teaching process teachers should be given freedom to take the decisions.

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