SUMMARY OF THE THESIS

The study was conducted on Teacher Effectiveness in relation to Occupational Stress and Personality of school teachers. The objectives of the study were: (i) To study the Teacher Effectiveness, Occupational Stress and Big Five Factors of Personality (i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience) of secondary school teachers on the basis of gender, teaching experience, type of school, location of school and marital status; (ii) to study the difference in Teacher Effectiveness of secondary school teachers with high, average and low Occupational Stress and with respect to each of the Big Five Factors of Personality i.e. (a) Extraversion (b) Agreeableness (c) Conscientiousness (d) Neuroticism (e) Openness to Experience; (iii) to study the correlation between Teacher Effectiveness and Occupational Stress and Teacher Effectiveness and each of the Big Five Factors of Personality i.e. (a) Extraversion (b) Agreeableness (c) Conscientiousness (d) Neuroticism (e) Openness to Experience; and (iv) to identify the predictors from Occupational Stress and Big Five Factors of Personality (i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience) towards the Teacher Effectiveness. Descriptive method (correlational) of research was employed for the present study. The sample of the study was 864 secondary school teachers of Barnala, Bathinda, Mansa and Sangrur districts of Punjab. Teacher Effectiveness Scale (TES) by Kulsum (2011); Occupational Stress Index (OSI) by Srivastava and Singh (2003); and Big Five Inventory (BFI) by John, Donahue, and Kentle (1991) were used as tools for data collection. The findings of the study were: (i) male teachers were higher on Teacher Effectiveness than female teachers; (ii) teachers with higher teaching experience (9-16 years and above 16 years) were better on Teacher Effectiveness than teachers with less (0-8 years) teaching experience; (iii) Govt. school teachers were higher on Teacher Effectiveness than private school teachers; (iv) rural school teachers were higher on Teacher Effectiveness than urban school teachers; (v) married teachers were higher on Teacher Effectiveness than Unmarried teachers; (vi) teachers with higher teaching experience (above 16 years) were better on Agreeableness Factor of Personality than teachers with less (0-8 years) teaching experience; (vii) Govt. school teachers were higher on Agreeableness and Conscientiousness than private school teachers whereas private school teachers were higher on Neuroticism than Govt. school teachers; (viii) rural school teachers were higher on
Conscientiousness than urban school teachers; (ix) teachers with average Occupational Stress were better on Teacher Effectiveness than low Occupational Stress; (x) teachers with average Agreeableness were better on Teacher Effectiveness than low Agreeableness; teachers with high Agreeableness were better on Teacher Effectiveness than average Agreeableness; and teachers with high Agreeableness were better on Teacher Effectiveness than low Agreeableness; (xi) teachers with average Conscientiousness were better on Teacher Effectiveness than low Conscientiousness; teachers with high Conscientiousness were better on Teacher Effectiveness than average Conscientiousness; and teachers with high Conscientiousness were better on Teacher Effectiveness than low Conscientiousness; (xii) teachers with average Openness to Experience were better on Teacher Effectiveness than low Openness to Experience and teachers with high Openness to Experience were better on Teacher Effectiveness than low Openness to Experience; (xiii) there was significant negative but negligible relationship between Role Ambiguity; Under-Participation; Intrinsic Impoverishment; and Low Status sub-scales of Occupational Stress and Teacher Effectiveness whereas there was significant positive but negligible relationship between Responsibility for Persons sub-scale of Occupational Stress and Teacher Effectiveness; (xiv) there was significant positive relationship between factor Extraversion (negligible); factor Agreeableness (low); factor Conscientiousness (low); and between factor Openness to Experience (negligible) and Teacher Effectiveness; and (xv) Role Ambiguity, Responsibility for Persons, Under-Participation, Powerlessness, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience were significant predictors of Teacher Effectiveness.