



EFFECT OF THE TYPE OF MANAGEMENT, NUMBER OF ORIENTATION PROGRAMMES AND LOCALITY OF SECONDARY SCHOOL TEACHERS ON DIFFERENT AREAS OF MENTAL HEALTH

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ABSTRACT

This study is aimed at analyzing the impact of certain variables on the Mental Health of secondary school teachers in Visakhapatnam district of Andhra Pradesh". The sample for the presented study consisted of 530 secondary school teachers from 39 schools in Visakhapatnam district. The investigators used the descriptive survey method. The Mental Health Inventory was developed and standardized by Dr. Jagadish, Department of Psychology, R. B. S. College, Agra and Dr. A. K. Srivastava, Department of Psychology, Banaras Hindu University, Varanasi. The inventory consists of 56 statements. Neelima, Mandava (Research Scholar, A.N.U) modified it for teacher educators. The investigator selected 44 statements from the original mental health inventory. The test-retest reliability was found to be 0.77. The result revealed that Type of management and locality of secondary school teachers make a significant difference in the all dimensions of mental health, and secondary school teachers who attended number of orientation programmes do not make any significant difference in all the dimensions of mental health.

Keywords: Mental Health, Secondary Schools, Secondary School Teachers.

INTRODUCTION

Teaching is always a dynamic activity. It unfolds a world of knowledge, information, experience and 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. 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.

Good health depends on the state of mind and body. Each exerts a direct influence on the other, but owing to the power of mind over nature, good health is of supreme importance. Health Education Authority (1997) described mental health as the emotional and spiritual resilience, which enable us to survive pain, disappointment and sadness. Kumar, Pramod (1992) stated that mental health is an index that shows the extent to which the person has been able to meet his environmental demands like social, emotional or physical.

MEANING OF MENTAL HEALTH

Mental health is the study of the ways and means for keeping the mind healthy and developing.”

..... **Klein, D. B.**

Mental health has implications for all persons. In the broadest sense, the aim of mental health is to assist every individual in the attainment of fuller, happier, more harmonious and more effective existence.”

..... **Laurence F. Shaffer**

CAUSES OF MENTAL HAZARDS OR BAD MENTAL HEALTH

The following are some of the causes of mental hazards or bad mental health:

1. **Poverty:** It has negative effect upon the mental hygiene of the individual. Various results of its influence are as below:
 - a) **Inferiority complex:** Feelings of inferiority are developed in children due to poverty. These inferiority feelings lead to various types of frustrations and maladjustments which spoil mental hygiene.
 - b) **Feelings of insecurity:** Due to poverty, feelings of insecurity are also developed. These feelings of insecurity cause dissatisfaction have adverse effect upon mental hygiene.
 - c) **Lack of self confidence:** Due to poor economic conditions the child has to face failures several times. This leads to diminishing of self-confidence in him. Lack of self-confidence has negative effect upon mental hygiene.
2. **Presence of step father or step mother:** Generally the treatment of step father or step mother is not good for step children. When the child does not get proper affections from his parents, he feels rejected and experiences an emotional strain. Sometimes, complexes are formed which lead to bad mental hygiene.
3. **Over protection of parents:** Excess is always bad and it is so in relationship between parents and children. Over protection of parents has adverse effect upon



the personality of the child. Over protected children do not develop self confidence. They generally look after support and when they do not get support, they think themselves as completely incompetent. Feeling of incompetency has negative effect upon the mental hygiene of the individual.

4. **Discriminatory treatment towards the children:** Generally it is seen that parents love a child much more than others. Other children are resulted and rebuked. They lack affection. Discriminatory treatment to the children in the same home can give rise to jealousy, frustrations and unbalanced personalities.
5. **Very high ideals of parents:** Sometimes parents impose very high moral ideals upon children. They instruct their children that they should keep away from cinema, playing cards, roaming about alone and reading novels. When these children see that others having contrary to the ideals taught to them, a struggle between the ideal and the real starts in them. Their nervous system is negatively affected due to this mental conflict.
6. **Broken homes:** Children of broken homes are prone to mental hazards. Families where husband and wife have separated or divorced, or someone has died, then the children may have mental hygiene.
7. **Neighborhood:** If there is presence of houses of gamblers, drunkards, dacoits, and prostitutes then the child may be negatively affected.
8. **Bad companionship:** If the child has delinquent and maladjusted friends, play-mates or classmates he may become mentally unhealthy. Pick-pocketing, stealing, gambling, drinking and sex offences are caused by bad company.
9. **Films:** If the child witness films which depict low sexuality then his personality may be adversely affected.
10. **Uncongenial school atmosphere:** Uncongenial school atmosphere is one of the most important causes of mental hazards. Uncongenial school atmosphere includes:
 - a) Unsympathetic and harsh attitude of the teacher or strict discipline.
 - b) Un-psychological and inefficient methods of teaching.
 - c) Too much home work.
 - d) Frustrated and maladjusted teachers.
 - e) Difficult courses.
 - f) Lack of recreational or co-curricular activities.
 - g) Too much competition in the school.

CAUSES THAT BREAK DOWN THE TEACHER MENTALLY

- ✓ Economic hardships.
- ✓ Low social status.
- ✓ Too much of work in the school.
- ✓ No freedom of work.



- ✓ Antagonistic attitude of students (Growing indiscipline among students).
- ✓ Overcrowding classes.
- ✓ Too much interference of higher authorities.
- ✓ Lack of teaching aids in the school and Lack of recreation.

HOW TO IMPROVE MENTAL HEALTH OF TEACHERS

The following are the some of the means which can be adopted for improving the mental health of teachers.

- a) **Improve economic conditions:** Economic conditions of teachers should be improved. The experts made special recommendations in respect of increase in salary, provision of pension, provident fund, medical aid, educational aids, accommodation, books and other facilities.
- b) **Improve social status:** Social status of teachers should be improved. They should be invited to important public and state functions. They should be given certificates of appreciation, distinctions, medals and other honors publicly. They should be consulted in matters pertaining to education.
- c) **Improvement in conditions of service:** Conditions of service should be improved. The period of probation should not be more than a year. After the probationary period, a teacher should be automatically confirmed. All teachers on permanent posts should be entitled to full vacation pay. Full security of tenure should be guaranteed. Services should not be terminated, transfers should be not made and increments should not be stopped without solid and adequate grounds. The age of retirement should be extended up to sixty-five. Free education and mental facilities should be given to children of teachers.
- d) **No much interference:** There should not be too much interference in the work of teacher by higher authorities so that teacher may perform his duty without any fear.
- e) **Place for mental hygiene in the curriculum:** In the curriculum for teacher training, mental hygiene should be given due place. With the help of this it is possible for the teachers to maintain their mental hygiene. This can also brighten the future of teachers.

REVIEW OF RELATED LITERATURE

Bagher Ghobary Bonab et al. (2010) studied the relationship between mental health and spirituality in Tehran university student. The result revealed that there was a significant negative correlation between spiritual dimensions including-relation with God, finding meaning in life, spiritual actualization and activities.

Selvakumar, K. R. and Ramesh, C. (2014) studied on job stressors and mental health of primary school teachers in Ariyalur district. Their findings of the study revealed that 4.73% of primary school teachers have poor, 81.07% of them have moderate and 14.20% of them have good level of mental health, There is no significant difference between male and female primary school teachers in their



mental health, There is no significant difference between unmarried and married primary school teachers in mental health, and The rural and urban primary school teachers do not differ significantly in their mental health.

Somasundari, M. and Annaraja, P. (2015) conducted study on academic achievement of higher secondary students in relation to their emotional competence and mental health. The finding of the study revealed that there was no significant difference between male and female students in their group-oriented activity but there was a significant difference between male and female students in their self-evaluation, realistic perception, and integration of personality, autonomy, environment mastery and mental health.

STATEMENT OF THE PROBLEM

Title of the present study of the investigation is “*Effect of the Type of Management, Number of Orientation Programmes and Locality of Secondary School Teachers on Different Areas of Mental Health*”.

DEFINITION OF KEY TERMS

Mental Health

Mental health is a science that deals with human welfare. It pervades all fields of human relationships.”

..... Crow and Crow

Secondary Schools

The term secondary schools is used in this study to include high schools functioning in Andhra Pradesh with classes VI to X to impact education at two different stages ‘A’ upper primary and ‘B’ secondary.

Secondary School Teachers

This term is used to indicate teachers handling the classes VI to X in upper primary and secondary stages of education i.e., secondary grade teachers and B.Ed. Assistants.

OBJECTIVES OF THE STUDY

The investigators designed the following specific objectives for this study.

1. To study the mental health of secondary school teachers in relation to their type of management.
2. To study the mental health of secondary school teachers in relation to their number of orientation programmes.
3. To study the mental health of secondary school teachers in relation to their locality.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated basing on the objectives.

1. Type of management of secondary school teachers makes a significant difference in their mental health.



2. Number of orientation programmes attended by secondary school teachers makes a significant difference in their mental health.
3. Locality of secondary school teachers makes a significant difference in their mental health.

METHODOLOGY OF THE STUDY

Sample

The investigator had used simple random sampling technique for selecting a sample of 530 secondary school teachers from 39 schools in Visakhapatnam district of Andhra Pradesh state.

Tool used

The Mental Health Inventory was developed and standardized by Dr. Jagadish, Department of Psychology, R. B. S. College, Agra and Dr. A. K. Srivastava, Department of Psychology, Banaras Hindu University, Varanasi. The inventory consists of 56 statements. Neelima, Mandava (Research Scholar, A. N. U.) modified the original mental health inventory for teacher educators. The scale consists of 44 items in which 20 are positive and 24 are negative statements. The items given in this inventory have been designed to measure six dimensions of mental health. They are Positive Self-Evaluation (PSE), Perception of Reality (PR), Integration of Personality (IP), Autonomy (AUTNY), Group Oriented Attitudes (GOA) and Environmental Mastery (EM). The test-retest reliability was found to be 0.77, as stated by the test constructors. The reliability co-efficient of the whole test was established using the Spearman Brown prophecy formula, the correlation value obtained for the whole test was $r = 0.86$, as stated by the investigator.

Method of scoring: In the present scale 4 alternative responses have been given to each statement i.e. Always, Often, Rarely and Never 4 scores to "Always", 3 scores to "Often", 2 scores to "Rarely" and 1 score to "Never" marked responses as to be assigned for true keyed (positive) statements where as 1, 2, 3, and 4 scores for "Always", "Often", "Rarely", and "Never" respectively in case of false keyed (negative) statements. The over lined items are negative while remaining positive. Thus, on the total scale the range of scores is from 44 to 176.

STATISTICAL TECHNIQUES USED

The investigators used the following statistical techniques for analysis of data i.e., Mean, Standard Deviation and Critical Ratio, t-Test and ANOVA.

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

H1: Type of management of secondary school teachers makes a significant difference in the different dimensions of mental health.

H0: Type of management of secondary school teachers does not make a significant difference in the different dimensions of mental health.

**Table No.1: Different Dimensions of Mental Health- Type of Management - ANOVA**

Sl. No	Dimensions of Mental Health	Sources of variance	Sum of squares	df	Mean of squares	F-value
1	Positive self evaluation	Between within	433.41	3	144.47	10.43*
			7287.75	526	13.85	
			7721.16	529		
2	Perception of reality	Between within	260.23	3	86.74	10.44*
			4374.89	526	8.31	
			4635.12	529		
3	Integration of personality	Between within	437.06	3	145.69	14.40*
			5321.40	526	10.12	
			5758.46	529		
4	Autonomy	Between within	279.70	3	93.23	10.29*
			4768.95	526	9.06	
			5048.65	529		
5	Group oriented attitudes	Between within	865.17	3	288.39	20.43*
			7424.82	526	14.11	
			8289.99	529		
6	Environmental mastery	Between within	451.43	3	150.47	14.14*
			5599.76	526	10.64	
			6051.19	529		

*Significant at 0.01 level

It is evident from table No.1 that all the obtained F-values for $df=3$ and 529 are greater than the table value of 3.82. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. Hence, it reveals that type of management of secondary school teachers makes a significant difference in the all dimensions of mental health. Since the F-values are significant, further probe of the variable type of management was attempted to know which type of management groups differed significantly in the dimensions positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitudes and environmental mastery respectively of mental health.

It is evident from table No.2 that the obtained t-values (5.58, 5.85 and 5.47) for $dfs= 096, 326$ and 210 are greater than the table values of 2.63, 2.59 and 2.60 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, government, localbody and private unaided secondary school teachers significantly differ from private aided secondary school teachers. The mean differences (3.74, 2.75 and 2.79) are in favor of the government, localbody and private unaided secondary school teachers. Hence, it can be stated that government, localbody and private unaided secondary school teachers possess high mental health in the dimension of positive self evaluation, when compared to the private aided secondary school teachers.



Table No.2: Mental Health–Dimension of Positive Self Evaluation -Type of Management –Mean- SD and t-Values

Dimension of Mental Health	Variable	N	Mean	SD	df	D	β	t-value
POSITIVE SELF EVALUATION	Government	044	27.21	3.54	316	0.99	0.58	1.70*
	Localbody	274	26.22	3.77				
	Government	044	27.21	3.54	096	3.74	0.67	5.58**
	Private aided	054	23.47	3.05				
	Government	044	27.21	3.54	200	0.95	0.61	1.55*
	Private unaided	158	26.26	3.89				
	Localbody	274	26.22	3.77	326	2.75	0.47	5.85**
	Private aided	054	23.47	3.05				
	Localbody	274	26.22	3.77	430	0.04	0.38	0.10*
	Private unaided	158	26.26	3.89				
	Private aided	054	23.47	3.05	210	2.79	0.51	5.47**
Private unaided	158	26.26	3.89					

*Not significant at 0.05 level ** Significant at 0.01 level

Table No.3: Mental Health–Dimension of Perception of Reality-Type of Management - Mean, SD and t-Values

Dimension of Mental Health	Variable	N	Mean	SD	df	D	β	t-value
PERCEPTION OF REALITY	Government	044	15.86	2.25	316	0.72	0.38	1.89*
	Local body	274	15.14	2.96				
	Government	044	15.86	2.25	096	2.86	0.45	6.35**
	Private aided	054	13.00	2.20				
	Government	044	15.86	2.25	200	0.66	0.42	1.57*
	Private unaided	158	15.20	3.10				
	Local body	274	15.14	2.96	326	2.14	0.35	6.11**
	Private aided	054	13.00	2.20				
	Local body	274	15.14	2.96	430	0.06	0.30	0.20*
	Private unaided	158	15.20	3.10				
	Private aided	054	13.00	2.20	210	2.20	0.39	5.64**
Private unaided	158	15.20	3.10					

* Not significant at 0.05 level ** Significant at 0.01 level

It is evident from table No.3 that the obtained t-values (6.35, 6.11 and 5.64) for dfs=096, 326 and 210 are greater than the table values of 2.63, 2.59 and 2.60 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, government, localbody and private unaided secondary school teachers significantly differ from private aided secondary school teachers. The mean differences (2.86, 2.14 and 2.20) are in favor of the government, localbody and



private unaided secondary school teachers. Hence, it can be stated that government, localbody and private unaided secondary school teachers possess high mental health in the dimension of perception of reality, when compared to the private aided secondary school teachers.

Table No.4: Mental Health–Dimension of Integration of Personality-Type of Management Mean, SD and t-Values

Dimension of Mental Health	Variable	N	Mean	SD	df	D	β	t-value
INTEGRATION OF PERSONALITY	Government	044	25.72	3.50	316	1.58	0.56	2.82**
	Localbody	274	24.14	3.11				
	Government	044	25.72	3.50	096	3.93	0.63	6.23**
	Private aided	054	21.79	2.53				
	Government	044	25.72	3.50	200	1.15	0.59	1.94*
	Private unaided	158	24.57	3.40				
	Localbody	274	24.14	3.11	326	2.35	0.39	6.02**
	Private aided	054	21.79	2.53				
	Localbody	274	24.14	3.11	430	0.43	0.33	1.30
	Private unaided	158	24.57	3.40				
	Private aided	054	21.79	2.53	210	2.78	0.44	6.32**
	Private unaided	158	24.57	3.40				

* Not significant at 0.05 level

** Significant at 0.01 level

It is evident from table No.4 that the obtained t-values (2.82 and 6.23) for dfs=316 and 096 are greater than the table values of 2.59 and 2.63 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, government secondary school teachers differ significantly from localbody and private aided secondary school teachers. The mean differences (1.58 and 3.93) are in favor of the government secondary school teachers. Hence, it can be stated that government secondary school teachers possess high mental health in the dimension of integration of personality, when compared to the localbody and private aided secondary school teachers. The fourth and sixth obtained t-values (6.02 and 6.32) for dfs=326 and 210 are greater than the table values of 2.59 and 2.60 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, localbody and private unaided secondary school teachers differ significantly from private aided secondary school teachers. The mean differences (2.35 and 2.78) are in favor of the localbody and private unaided secondary school teachers. Hence, it can be stated that localbody and private unaided secondary school teachers possess high mental health in the dimension of integration of personality, when compared to the private aided secondary school teachers.



Table No.5: Mental Health – Dimension of Autonomy-Type of Management –Mean, SD and t-Values

Dimension of Mental Health	Variable	N	Mean	SD	df	D	δ	t-value
AUTONOMY	Government	044	19.12	2.90	316	1.39	0.47	2.95**
	Localbody	274	17.73	2.93				
	Government	044	19.12	2.90	096	3.31	0.58	5.70**
	Private aided	054	15.81	2.80				
	Government	044	19.12	2.90	200	1.57	0.50	3.14**
	Private unaided	158	17.55	3.24				
	Localbody	274	17.73	2.93	326	1.92	0.42	4.57**
	Private aided	054	15.81	2.80				
	Localbody	274	17.73	2.93	430	0.18	0.31	0.58*
	Private unaided	158	17.55	3.24				
	Private aided	054	15.81	2.80	210	1.74	0.46	3.78**
	Private unaided	158	17.55	3.24				

* Not significant at 0.05 level

** Significant at 0.01 level

It is evident from table No.5 that the obtained t-values (2.95, 5.70 and 3.14) for dfs=316, 096 and 200 are greater than the table values of 2.59, 2.63 and 2.60 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, government secondary school teachers differ significantly from localbody, private aided and private unaided secondary school teachers. The mean differences (1.39, 3.31 and 1.57) are in favor of the government secondary school teachers. Hence, it can be stated that government secondary school teachers possess high mental health in the dimension of autonomy, when compared to the localbody, private aided and private unaided secondary school teachers. The fourth and sixth obtained t-values (4.57 and 3.78) for dfs=326 and 210 are greater than the table values of 2.59 and 2.60 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, localbody and private unaided secondary school teachers differ significantly from private aided secondary school teachers. The mean differences (1.92 and 1.74) are in favor of the localbody and private unaided secondary school teachers. Hence, it can be stated that localbody and private unaided secondary school teachers possess high mental health in the dimension of autonomy, when compared to private aided secondary school teachers.



**Table No.6: Mental Health – Dimension of Group Oriented Attitudes-
Management -Mean, SD and t-Values**

Type of

Dimension of Mental Health	Variable	N	Mean	SD	df	D	β	t-value
GROUP ORIENTED ATTITUDES	Government	044	22.71	4.30	316	1.13	0.69	1.63*
	Localbody	274	21.58	3.86				
	Government	044	22.71	4.30	096	5.13	0.74	6.93**
	Private aided	054	17.58	2.67				
	Government	044	22.71	4.30	200	1.16	0.71	1.63*
	Private unaided	158	21.55	3.73				
	Localbody	274	21.58	3.86	326	4.00	0.43	9.30**
	Private aided	054	17.58	2.67				
	Localbody	274	21.58	3.86	430	0.03	0.37	0.08*
	Private unaided	158	21.55	3.73				
	Private aided	054	17.58	2.67	210	3.97	0.47	8.45**
	Private unaided	158	21.55	3.73				

* Significant at 0.05 level

** Significant at 0.01 level

It is evident from table No.94 that the obtained t-values (6.93, 9.30 and 8.45) for dfs = 096, 326 and 210 are greater than the table values of 2.63, 2.59 and 2.60 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, government, localbody and private unaided secondary school teachers differ significantly from private aided secondary school teachers. The mean differences (5.13, 4.00 and 3.97) are in favor of the government, localbody and private unaided secondary school teachers. Hence, it can be stated that government, localbody and private unaided secondary school teachers possess high mental health in the dimension of group oriented attitudes, when compared to the private aided secondary school teachers.

It is evident from table No.7 that the obtained t-value (2.03) for df = 200 is greater than the table values of 1.97. It is significant at 0.05 level. Therefore, the null hypotheses are rejected. That is, government secondary school teachers differ significantly from private unaided secondary school teachers. The mean difference (1.06) is in favor of the government secondary school teachers. Hence, it can be stated that government secondary school teachers possess high mental health in the dimension of environmental mastery, when compared to the private unaided secondary school teachers.



**Table No.7: Mental Health–Dimension of Environmental Mastery-
Type of Management –Mean, SD and t-Values**

Dimension of Mental Health	Variable	N	Mean	SD	df	D	δ	t-value
ENVIRONMENTAL MASTERY	Government	044	21.23	2.98	316	0.89	0.49	1.81
	Localbody	274	20.34	3.35				
	Government	044	21.23	2.98	096	3.78	0.56	6.75**
	Private aided	054	17.45	2.53				
	Government	044	21.23	2.98	200	1.06	0.52	2.03*
	Private unaided	158	20.17	3.40				
	Localbody	274	20.34	3.35	326	2.89	0.40	7.22**
	Private aided	054	17.45	2.53				
	Localbody	274	20.34	3.35	430	0.17	0.33	0.51
	Private unaided	158	20.17	3.40				
Private aided	054	17.45	2.53	210	2.72	0.43	6.32**	
Private unaided	158	20.17	3.40					

* Significant at 0.05 level

** Significant at 0.01 level

The second, fourth and sixth obtained t-values (6.75, 7.22 and 6.32) for dfs=096, 326 and 210 are greater than the table values of 2.63, 2.59 and 2.60 respectively. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, government, localbody and private unaided secondary school teachers significantly differ from private aided secondary school teachers. The mean differences (3.78, 2.89 and 2.72) are in favor of the government, localbody and private unaided secondary school teachers. Hence, it can be stated that government, localbody and private unaided secondary school teachers possess high mental health in the dimension of environmental mastery, when compared to the private aided secondary school teachers.

H2: Number of orientation programmes attended of secondary school teachers makes a significant difference in the different dimensions of mental health.

H0: Number of orientation programmes attended of secondary school teachers does not make a significant difference in the different dimensions of mental health.



Table No.8: Different Dimensions of Mental Health-Number of Orientation Programmes Attended -ANOVA

Sl. No	Dimensions of Mental Health	Sources of variance	Sum of squares	df	Mean of squares	F-value
1	Positive self evaluation	Between within	12.72	2	6.36	0.43*
			7684.12	527	14.58	
			7696.84	529		
2	Perception of reality	Between within	11.04	2	5.52	0.62*
			4635.35	527	8.80	
			4646.39	529		
3	Integration of personality	Between within	29.94	2	14.97	1.38*
			5708.80	527	10.83	
			5738.74	529		
4	Autonomy	Between within	9.07	2	4.53	0.47*
			5060.19	527	9.60	
			5069.26	529		
5	Group oriented attitudes	Between within	77.67	2	38.83	2.48*
			8241.73	527	15.64	
			8319.40	529		
6	Environmental mastery	Between within	1.95	2	0.97	0.08*
			6038.72	527	11.46	
			6040.67	529		

* Not significant at 0.05 level

It is evident from table No.8 that all the obtained F-values are less than table value of 3.01. They are not significant at 0.05 level. Therefore, the null hypotheses are accepted. Hence, it can be inferred that secondary school teachers who attended number of orientation programmes do not make any significant difference in all the dimensions of mental health. As the above F-values are not significant at 0.05 level, no further probing of obtaining differences in different number of orientation programmes in all the dimensions of mental health is attempted.

H3: Locality of secondary school teachers makes a significant difference in the different dimensions of mental health.

H0: Locality of secondary school teachers does not make a significant difference in the different dimensions of mental health.

**Table No.9: Different Dimensions of Mental Health –Locality-Mean-SD and C.R.**

Sl. No	Dimensions of Mental Health	Urban N=288		Rural N=242		D	\bar{D}	C.R.
		Mean	SD	Mean	S.D			
1	Positive self evaluation	25.28	3.72	26.93	3.74	1.65	0.32	5.15*
2	Perception of reality	14.45	2.95	15.67	2.83	1.22	0.25	4.88*
3	Integration of personality	23.60	3.31	24.81	3.15	1.21	0.28	4.32*
4	Autonomy	17.02	2.95	18.26	3.14	1.24	0.26	4.76*
5	Group oriented attitudes	19.97	3.91	22.78	3.47	2.81	0.37	8.78*
6	Environmental mastery	19.37	3.25	20.88	3.35	1.51	0.28	5.39*

* Significant at 0.01 level

It is evident from table No.98 that the all obtained C.R. values are greater than the table value of 2.58. They are significant at 0.01 level. Therefore, the null hypotheses are rejected. That is, locality of secondary school teachers makes a significant difference in the all dimensions of mental health. The mean differences (1.65, 1.22, 1.21, 1.24, 2.81 and 1.51) are in favor of the rural secondary school teachers. It can be inferred that rural secondary school teachers possess high mental health in the all dimensions of mental health, when compared to their urban counterparts.

MAJOR FINDINGS OF THE STUDY

1. Type of management of secondary school teachers makes a significant difference in the all dimensions of mental health.
2. Secondary school teachers who attended number of orientation programmes do not make any significant difference in all the dimensions of mental health.
3. Locality of secondary school teachers makes a significant difference in the all dimensions of mental health.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are made for further research in this area.

1. A similar study may be conducted with large sample in the thirteen districts of Andhra Pradesh.
2. A study may be undertaken in the two regions of Andhra Pradesh namely, Coastal and Rayalaseema.
3. A comparative study may be undertaken with the samples in Southern States



of India, namely Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and Kerala.

4. The study may be undertaken to +2 students, poly-technique, degree, post graduate students, and engineering students studying in various colleges situated in Visakhapatnam district.
5. The present study may be replicated with lecturers working in junior colleges, degree colleges and Professional colleges like engineering and teacher education colleges at different levels.
6. The present study may be replicated with the sample secondary grade school teachers having B.Ed. and D.Ed. qualifications.

EDUCATIONAL IMPLICATIONS

On the basis of a single study it will be bold to suggest some educational implications of the present study. However, on the basis of the findings of the study a few educational implication of the study may be indicated as follows.

As there is a significant relation between certain sub areas of mental health like positive self evaluation, perception of reality, integration of personality, autonomy and group orientation attitude and affiliation orientation it is necessary to incorporate personality development programmes in the in service training programmes. Exposure to yoga and meditation to provide democratic working environment, to promote team work and protect the autonomy of the teacher in the class etc,

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