

## Mental Health, Administrative Style And Life Satisfaction Among Primary And Secondary School Principals

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### Abstract

*At present, it is felt that there is decline in the quality of life and the teaching due to the poorly committed teachers. So today, the mental health and administrative styles of teachers has become doubtful throughout the world. The two factors, which influence on teacher's life satisfaction namely mental health and administrative styles and these factors, are very important and interrelated with each other. To bring the life satisfaction and quality in teacher, teacher education programme and education system all the factors are equally important. The present research paper highlights on to find the influences of mental health, administrative styles/ behaviour on life satisfaction of primary and high schools principals of Raichur district. The study reveals that There is significant difference between the male and female primary school principal in their mental health, administrative behaviour and life satisfaction, Primary and secondary schools principals belonging to rural have higher administrative style and Hence, it is expected that the Life satisfaction mainly depends on different variables likes mental health and administrative styles.*

**Key words:** *Mental health, administration, style/ behaviour, life satisfaction etc*

### Introduction

Teacher is one of the most important factors contributing to the national development. Someone has rightly remarked that "as is the teacher, so is the nation". He is the pivot around which all the educational programs which include curriculum, syllabus, textbooks, evaluation, etc., rotate in so far as their implementation is concerned. The best system of education may fail to achieve the desired ends owing to teachers' lack of sincerity, competence and character.

The teacher not only implements and educational programme by commensurate methods but he is its originator too. It is he who inter-acts with pupils of different school stages and ensures that wide ranging educational objectives are achieved. As an intellectual, he is a social critic but with special sense of responsibility to lead in a constructive direction. He is also his own teacher since he continually works in different frontiers of knowl-edge and often faces problems and situations which are unprecedented and where past experience

is of limited value. As an agent of change he himself has to be flexible and ready to change.

About teachers, the Education Commission (1966) in their report mentions:"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. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.

The National Policy of Education -1986 (NPE) rightly point out "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."

### Review Of Related Literature

#### Review of related literature on Mental Health

1. Babu R., Dheventhiran G (2013) carried out a study on "The Mental Health and its relationship with Achievement in Mathematics of Higher Secondary students"

- 450 Higher secondary first year students in 8 schools from Ariyalur and Cuddalore districts were the sample. The study reveals that the mental health of the higher secondary students have high level of mental health and achievement in mathematics. There is a significant positive relationship between mental health and achievement.
2. Viswanatha Reddy, S. Naga Raja, A, and Kishore, K. (2012) Carried out a study on "Impact of Mental Health Status on Intelligence and Academic Achievement Among High School Students". 260 8th and 10th Class students from Chittoor district of Andhra Pradesh were the sample of the study. Mental health status inventory developed and standardized by Reddy (1992) was used to assess the mental health status of the subjects. Intelligence was assessed by using RPM. Results revealed that there was a significant difference between 8th and 10th class students. 10th Class students were better mentally healthier than 8th students. Gender, locality, caste, parents. Occupation, intelligence and academic achievement of the subjects were shown significant on their mental health status. Order of birth, income of the family etc., were not shown any impact on their mental health status.
  3. Pradeep Kumar Panda (2012) carried out a study on "Job satisfaction in Relation to Mental Health among Elementary School Teachers in Odisha". Data analysis for the study involved frequency distributions of Job Satisfaction scores and mental health scores, computation of mean and SD, Pearson's product moment correlation, independent samples 't' test, and two way ANOVA. Job-satisfaction and Mental Health scale were used. The interaction effect of job satisfaction on the teacher mental health among elementary school teachers is significant.
  4. Tareen, F. K. (2008, pp.101-2), in his research study concluded that irrespective of difference in education, experience, locality, and management controls majority of primary school teachers had positive attitude towards their educational administrators. It was recommended that educational administrators may adopt the administrative style according to the situation.
  5. Gupta and Mir (2012) conducted a study on dynamic of job-satisfaction and teaching-competency among secondary school teachers a case study. Results revealed that high competent sec. school teachers in comparison of low competent sec. school teachers show better or high overall satisfaction than low competent sec. school teachers.
  6. Devi et al., (2012) conducted a study on well-being and life satisfaction of high school teachers. Results revealed that the level of well-being increased with age and educational level and urban teachers have better life satisfaction as compared to rural teachers and also positive relationship between well-being and life satisfaction

#### **Statement Of The Problem:**

**"Mental health, administrative style and life satisfactory among primary and secondary school principals"**

#### **Objectives Of The Study**

##### **1) Major Objective**

To study the significant relationship exists between the Levels of Mental health and life satisfaction among primary and secondary school principals.

##### **I) Minor Objectives**

1. To study the significant relationship exists between the Level of Mental health and life satisfaction among male and female primary and secondary school principals.
2. To study the significant relationship exists between the Level of Mental health and life satisfaction among different faculties of teacher educators.
3. To study the significant relationship exists between the Level of Mental health and life satisfaction among length of teaching experiences of primary and secondary school principals.
4. To study the significant relationship exists between the Level of Mental health and life



Satisfaction among locality wise primary and secondary school principals.

5. To Study the significant relationship exists between the Level of mental health and life satisfaction among different salaries drawn by the primary and secondary school principals.

## 2) Major Objective

To Study the significant relationship exists between the Level of Administrative styles and Life Satisfaction among teacher educators

## 2) Minor Objectives

1. To study the significant relationship exists between the Level of Administrative styles and Life Satisfaction among male and female primary and secondary school principals.
2. To Study the significant relationship exists between the Level of Administrative styles and Life Satisfaction among different faculties of primary and secondary school principals.
3. To study the significant relationship exists between the Level of Administrative styles and Life Satisfaction among length of teaching experiences of primary and secondary school principals.
4. To study the significant relationship exists between the Level of Administrative styles and Life Satisfaction among locality wise primary and secondary school principals.
5. To Study the significant relationship exists between the Level of Administrative styles and Life Satisfaction among different salary drawn by the primary and secondary school principals.

## 3) Major Objective

To Study the significant interaction effect of mental health, and Administrative style on Life satisfaction of primary and secondary school principals.

## 3) Minor Objectives

1. To study the significant interaction affects of mental health, and administrative styles on Life satisfaction among the male and female primary and secondary school principals.
2. To study the significant interaction effect of mental health, and Administrative styles on Life satisfaction among the Different faculties of primary and secondary school principals.
3. To Study the significant interaction effect of mental health, and administrative styles on

Life satisfaction among length of teaching experiences of primary and secondary school principals.

4. To Study the significant interaction effect of mental health, and administrative styles on Life satisfaction among the Locality Wise primary and secondary school principals.
5. To Study the significant interaction effect of mental health, and administrative styles on Life satisfaction among different salary drawn by the primary and secondary schools principals.

## Hypotheses

The investigator has framed the following directional Hypotheses for the study

### 1) Major Hypothesis

There would be significant difference exists between the level of mental health and Life satisfaction of primary and secondary school principals.

### 1) Minor Hypotheses

1. There would be significant difference exists between the level of mental health and Life satisfaction among the male and female primary and secondary school principals.
2. There would be significant difference exists between the level of mental health and Life satisfaction among the different faculties of primary and secondary school principals.
3. There would be significant difference exists between the level of mental health and Life satisfaction among length of teaching experiences of primary and secondary school principals.
4. There would be significant difference exists between the level of mental health and life satisfaction among the locality wise primary and secondary school principals
5. There would be significant difference exists between the level of mental health and Life satisfaction among different salary drawn by the primary and secondary school principals

### 2) Major Hypothesis

There would be significant difference exists between the Administrative styles and Life satisfaction of primary and secondary school principals

## 2) Minor Hypotheses

1. There would be significant difference exists between the Administrative styles and Life satisfaction among the male and female primary and secondary school principals
2. There would be significant difference exists between the Administrative styles and Life satisfaction among the different faculties of primary and secondary school principals
3. There would be significant difference exists between the Administrative styles and Life satisfaction among length of teaching experiences of primary and secondary school principals.
4. There would be significant difference exists between the Administrative styles and Life satisfaction among the locality wise primary and secondary school principals.
5. There would be significant difference exists between the Administrative styles and Life satisfaction among different salary drawn by the primary and secondary school principals.

## 3) Major Hypothesis

There would be significant interaction effect of mental health, and administrative styles on Life satisfaction of primary and secondary school principals

## 3) Minor Hypotheses

1. There would be significant interaction effect of mental health, and administrative styles on Life satisfaction among male and female primary and secondary school principals.
2. There would be significant interaction effect of mental health, and administrative styles on Life satisfaction among different faculties of primary and secondary school principals.
3. There would be significant interaction effect of mental health, and administrative styles on Life satisfaction among length of teaching experiences of primary and secondary school principals.
4. There would be significant interaction effect of mental health, and administrative styles on Life satisfaction among locality wise primary and secondary school principals.
5. There would be significant interaction effect of mental health, and administrative styles on Life satisfaction among different salary drawn by the primary and secondary school principals.

## Method Of The Study

The investigator will select the survey cum descriptive method for the research work

## Variables Of The Study

- a. Independent variable
  1. Mental health .and 2.Administrative styles
- b. Dependent variable
  1. Life satisfaction
- c. Moderate variables
  1. Gender. 2. Faculty. 3. Length of experience. 4. Locality, and 5.Salary drawn

## Population And Sample Selection

The total population and samples selection for the study comprises of 480 principals from primary and secondary schools of Raichur districts consisting of different types of management namely, Govt, Private aided and Private unaided, rural and urban.

For the data collection the investigator will select the simple random sampling technique based on the purpose of the study.

## Tool Used

For the data collection, the investigator will use standardized tools. They are

1. The Life Satisfaction Scale developed by Dr. (Mrs) pramila Singh HOD school of studies in psychology R.S. Shukla university Raipur
2. Mental health Scale developed by Jagdish and Srivastav (1983)
3. Administrative styles scale developed by : Dr.Haseen Taj

## Description Of Tool Used

### Life Satisfaction scale:-

Life satisfaction scale male by Dr. (Mrs) pramila Singh HOD school of studies in psychology R.S. Shukla university Raipur and George Joseph Durg Agra this scale is intended to measure the a person's general happiness, freedom from tension interest in life etc.

The scale consists of 35 items, since all the items wore positively worded alternatives give or each statement teacher makes tick (v) or (v) many or cell of the five alternatives. The reliability of test retest turnout to be 0.91.

### 1. Mental Health Inventory (MHI) (Jagdish & Srivastav, 1983)

Mental health inventory (MHI) developed by Jagdish and Srivastav (1983) was utilized to access



positive aspects of mental health. This test can be used as a group or an individual test, for ages 15 and above, no time and age limit is enforced in the testing. Each items from 1 to 56 given in the test booklet to be rated on 4 point rating scale. It covers the following 6 dimensions of sound mental health: 1. Positive Self-Evaluation (PSE) – self-confidence, self-acceptance, self-identity, realization of one’s capabilities. 2. Perception of Reality (PR) – related to absence of excessive fantasy, ability to face and accept realities of life. 3. Integration of Personality (IP) – indicates balance of psychological forces in the individual, includes emotional maturity, ability to concentrate at work and interest in several activities. 4. Autonomy (AUT) – the actions of people are independent rather than dependant on other persons. 5. Group Oriented Attitudes (GOA) – ability to work with others and ability to find recreation. 6. Environment Mastery (EM) – Efficiency in meeting situational demands.

**Administrative behaviour scale:**

In pursuance of the decision to construct an administrative behaviour scale, the researcher made an exhaustive review of literature to decide upon the areas as well as items Area Wise Distribution of Statements of the Administrative Behaviour Scale (ABS)

Sr.No	Areas	Sr.no of items in ADB	Total number of items
1.	Planning	1,8, 11, 15, 19, 23,26, 34, 36,38, 48, 52,55, 56,61,64, 68, 75, 77, 79, 89	21
2.	Organization	5,7, 9, 12, 16,21,215,29,35,39,40,44, 51,57, 60, 66, 70,71,74,78, 80, 82, 84, 85, 87, 90	26
3.	Communication	3, 4, 10, 14, 18, 22, 24, 27,31,32, 37,41,43, 45,46, 49, 50, 53, 54,59, 63,67, 69, 73, 76, 81,83,86, 88	28
4.	Decision – making	2, 6, 13, 17, 20, 28,30,33,42, 47, 58, 62,65, 72	15
<b>Total number of item</b>			<b>100</b>

**Statistical Techniques Will Be Used For Analysis Of Data**

In pursuance of the objectives of the study as well as the research hypotheses, the following statistical techniques will be used, Analysis of Variance (ANOVA), Coefficient of correlation, t-test and other suitable statistical techniques.

**Analysis and interpretation of the data.**

**Mental health**

1. Mean, SD, and ‘t’ ratio between the male and female primary school principals towards their mental health

Sl No	Variable	N	M	SD	‘t’ Value	Significant Level
1	Primary	240	190.56	17.12	7.58	<b>0.05 – 1.98</b> <b>0.01 -2.63</b>
2	Secondary	240	<b>182.88</b>	<b>15.66</b>		

Interpretation: It implies that calculated t-value 0.57 is greater than the table t-value 1.98 and 2.63 for the degree of freedom 238 at 0.05 and 0.01 levels of significance. And it is observed that the primary school principal who obtained mean score in mental health inventory (190.56) is greater than the secondary school principals gained mean score in principals mental health is (182.88) hence the null hypotheses no. I (i) is accepted.

**Conclusion: -**

There is significant difference between the male and female primary school principal in their Mental Health.

**Table-1:** Results of t-test between age groups (Rural, Urban) of heads of Primary School principals

Vriables	Local ity	N	Me an	SD	T val ue	Signific ant
<b>Administra tive behaviour</b>	Rural	24	68.6	12.5	4.4	sign
	Urban	24	74.6	16.7		
<b>Planning</b>	Rural	24	90.4	15.89	4.4	Sign
	Urban	24	84.6	12.60		
<b>organizatio n</b>	Rural	24	92.7	14.76	8.7	Sign
	Urban	24	86.6	11.30		

<b>Communication</b>	Rural	240	98.40	15.00	9.07	Sign
	Urban	240	92.30	14.89		
<b>Decision Making</b>	Rural	240	44.50	17.90	3.73	Sign
	Urban	240	48.80	14.78		
<b>Overall (ABS)</b>	Rural	240	78.93	15.26	6.09	Sign
	Urban	240	77.39	14.20		

From the results of the above table, it is seen that primary and secondary schools principals belonging to rural and urban group differ significantly with respect to administrative behaviour ( $t=4.45, p<0.05$ ) and its dimensions i.e., planning ( $t=4.46, p<0.05$ ), organization ( $t=-8.74, p<0.05$ ), communication ( $t=9.07, p<0.05$ ) and decision making ( $t=-3.73, p<0.05$ ) and overall ( $t = 6.09$  at 0.05% level of significance). Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, primary and secondary schools principals belonging to rural have higher administrative behaviour compared urban primary schools principal's Administrative behavior.

**Table-2:** Results of t-test between male and female primary & secondary schools principals with respect to administrative behaviour and its dimensions.

Sl No	Variable	N	M	SD	't' Value	Significant Level
1	Male	240	148.65	15.02	9.98	0.05 – 1.98 0.01 -2.63
2	Female	240	135.99	12.96		

From the results of the above table, it is seen that primary and secondary schools principals differ significantly with respect to dimension of Decision making administrative behaviour i.e. decision making ( $t=4.30, p<0.05$ ) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, primary and secondary schools principals have higher decision making compared to female heads. From the results of the above table we observed that the following relationships are found to significantly at 0.05% level of significance.

**Table-3:** Results of correlation coefficient between administrative behaviour and its dimensions

Variable s	Administrative behaviour	Planning	Organization	Communication	Decision making
Administrative behaviour	--	0.7557	0.7896	0.8573	0.7693
Planning	--	---	0.6456	0.5004	0.78
Organization			-	0.79	0.5895
Communication	----	----	----	--	0.89
Decision making	----	----	---	---	---

Administrative behaviour and its dimension i.e. planning ( $r=0.8127$ ), organization ( $r=0.7896$ ), communication ( $r=0.8573$ ), decision making ( $r=0.7693$ ), planning with organization ( $r=0.6456$ ), planning with communication ( $r=0.5004$ ), organization with communication ( $r=0.5895$ ), organization with decision making ( $r=0.3893$ ) and communication with decision making ( $r=0.5543$ ) of heads of secondary schools

**Life satisfaction**

1. Mean, SD, and 't' ratio between the male and female primary school principals towards their life satisfaction.

Dimension	Gender	N	Mean	SD	T value	sign
Decision making	Male	240	44.50	17.90	4.30.	Sign
	Female	240	48.80	14.78		

Interpretation: It implies that calculated t- value 9.98 is greater than the table t- value 1.98 and 2.63 for the degree of freedom 478 at 0.05 and 0.01 levels of significance.

And it is observed that the male primary school principal who obtained mean score in life satisfaction scale (148.65) is greater than the female primary school principals gained mean score in teacher life satisfaction scale is (135.99) hence the null hypotheses no. III (i) is accepted.

**Conclusion: -**

There is significant difference between the male and female primary school principal in their life satisfaction.

**Major findings of the study**

1. There is significant difference between the male and female primary school principal in their Mental Health.
2. primary and secondary schools principals belonging to rural and urban group differ significantly with respect to administrative behaviour ( $t=4.45$ ,  $p<0.05$ ) and its dimensions i.e., planning ( $t=4.46$ ,  $p<0.05$ ), organization ( $t=8.74$ ,  $p<0.05$ ), communication ( $t=9.07$ ,  $p<0.05$ ) and decision making ( $t=3.73$ ,  $p<0.05$ ) and overall ( $t = 6.09$  at 0.05% level of significance). Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, primary and secondary schools principals belonging to rural have higher administrative behaviour compared urban primary schools principal's Administrative behavior.
3. There is significant difference between the male and female primary school principal in their life satisfaction.

**Conclusion**

It is very important that teachers who are the backbone of any educational system are properly looked offer in view of quality improvement in education, status of teachers in society in need to be recognized and has to be enhanced as they have vital role to play in bringing the desired change among students minimum facility must be provided to all the teachers irrespective of place or work and that type of management in terms of position services conditions and monetary benefits. Hence, it is expected that the Life satisfaction mainly depends on different variables likes mental health and administrative styles.

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