**INTERACTION EFFECT OF SCHOOL ORGANIZATIONAL CLIMATE AND HOME ENVIRONMENT ON   
OCCUPATIONAL MENTAL HEALTH OF   
PRIMARY SCHOOL TEACHERS**

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**DECLARATION**

I, RANIYA N.A., do hereby declare that this dissertation, **INTERACTION EFFECT OF SCHOOL ORGANIZATIONAL CLIMATE AND HOME ENVIRONMENT ON OCCUPATIONAL MENTAL HEALTH OF PRIMARY SCHOOL TEACHERS** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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## C E R T I F I C A T E

I, Dr. MUMTHAS N.S., do hereby certify that this dissertation entitled **INTERACTION EFFECT OF SCHOOL ORGANIZATIONAL CLIMATE AND HOME ENVIRONMENT ON OCCUPATIONAL MENTAL HEALTH OF PRIMARY SCHOOL TEACHERS** is a record of bonafide study and research carried out by **RANIYA N.A.**  under my supervision and guidance and has not been submitted by her for the award of a Degree, Title or Recognition before.

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**INTRODUCTION**

Systems of education have been varying from time to time and country to country in accordance with the environment and the stage of human experience obtaining at a particular time and space. But in any educational system the teacher occupies pivotal position. The Kothari Commission (1964-66) noted in its report that “of all 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”. In the development of a nation the role of teachers is inevitable. The teachers is now considered on the main spring of all educational innovative in every country.

Today we are living in the age of information technology. In this new technological age the role of teachers is changing with the change of time. From traditional role of an instructor, the role of teachers has changed to that of facilitator. Due to this drastic changes in the role of teachers, they need to be trained to discharge his duties effectively as an assimilator, generator and facilitator of knowledge. The true teacher is he who can immediately come down to the level of students and transfer his soul to the students’ soul and see through and understand through his mind. Regarding the status of teacher, Swami Vivekananda suggests that without faith, humility submission and veneration in our heart towards the teachers there cannot be any growth in us. It has rightly been mentioned in the National Policy on Education, NPE (1986) that “ the status of the teachers reflects the socio-cultural ethos of society”. Hence for the better status of the teacher government and community are to create conditions which will help to motivate and inspire teachers on constructive and creative lines, so that teacher can play a crucial role in the formulation and implementation of educational programmes.

The teachers are expected to produce dynamic students who have to work and complete in high technological areas and rapidly growing number of highly qualified people from other countries. The most talented teachers in this age will enjoy doing basic and applied scientific research and thus contributing to further scientific technological progress, creating new opportunities.

**NEED AND SIGNIFICANCE OF THE STUDY**

Teaching is the important part of the process of education. It is the process by which teacher brings the student and the subject-matter together. That is, teaching is a form of interpersonal influence aimed at changing the behavior potential of another person. It is an intimate contact between a more mature personality and less mature one, which is designed to further the education of the later. The major functions of the teaching are, creating learning situation, motivating the child to learn, inspiring children with the nobility of thoughts, feelings and actions.

In teaching we limit our outlook omitting those more important means of education which are involved in the school as a systematically organized social community, including its tone or general moral atmosphere, its government and discipline and that potent influence-the personality of the teacher. Some school settings are more conducive to positive educational experiences then others. The term used to refer to the organizational setting of a school is school ‘climate’, which comprises of four components namely ecology, the milieu, the social system and culture of the school. The ecology of the school involves all the physical and material aspects of the school. The school milieu refers to individual student and teacher characteristics. The social system category include the patterned relationship among role groups in school-students, teachers administrators and parents. The behavior of the individual in an organization is the function of the personality and environment in which he is working.

The problem of education today is the maintenance of proper environment in the institution, and to build up favourable attitude towards teaching among teachers. Organizational climate connote be manipulated through changes in rules and regulations. Organizational climate influences the behavior of the individuals’ working in the institution and hence that will affect their performance. The environment within which the school conducts its mission is a complex one. The human product in the school organization gives rise to unique problems of organizational conflict, stress and control, because teachers from different backgrounds, point of views, values and personalities interact with earth other. Teachers have to function in potentially most stressful situation as they have to maintain good interpersonal relation with their principal on one hand and carry out the policies in classroom to the students on the other. Hence clash of ideas, values, ideals and personalities are inevitable part of school organization resulting in conflict and stress. Resolution of conflict is essential for the mental health of teachers and for the growth and development of over all school organization.

As the teachers is at the centre of the grand opera of teaching-learning, the whole system revolves around him. Importance of the role of teachers in shaping behavior of learners has been accepted and emphasized time and again in various national and international forums. More recently the 45th session of International Conference on Education (ICE) held in Geneva (1996) on the theme ‘Enhancing the role of teachers in the Changing World,’ expressed the similar sentiments and suggested various strategies for empowerment and development of teachers. Dellors (1996) in his report ‘Learning: The treasure within’ remarks that the importance of the role of the teacher as an agent of change, promoting understanding and tolerance, as never been more obvious than today. The document strongly advocate that improving the quality of education depends on first importing recruitment, training, social status and conditions of work of teachers, they need appropriate knowledge and skills, personal characteristics and professional prospects and motivation if they are to meet the expectations placed upon them .

Mental Health is the full and harmonized functioning of the whole personality. Teacher should maintain loving attitude towards all his students. The role of the teacher in the promotion of student’s mental health is very very vital. The mental health of a teacher has got a direct bearing on children of his class. If it is found inadequate and unsound it may affect adversely the future generation in terms of poor and wrong guidance of the students, there by he is doing a great injustice to his job and irrevocable havoc in the lives of children.

Mental health of teachers is also affected by their Home Environment. Each and every individual comes from a family, home is the primary institution in which the individual formulates or constructs his personality, character, values and morale. There is various aspects in a home which influence an individual such as socio-economic status, religious stand of family members, physical background of a home etc. The relationship between him and his family members will reflect in his character or personality. Today more than ever before every one lives in a competitive, ruthless, international society where one has to face many confrontations from all walks of life. Such a climatic condition growing out of world unrest affect practically every phase of human experience.

Review of related studies helps the investigator to know about the status of researches conducted in this area. When reviewed it has been found that many studies are conducted in the area of School Organizational Climate, Home Environment and Occupational Mental Health. But studies on the joint effect of School Organizational Climate and Home Environment on Occupational Mental Health are rare. Keeping in view all these matters the present study is an attempt to find out the interaction effect of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers.

**STATEMENT OF THE PROBLEM**

The present study is entitled “INTERACTION EFFECT OF SCHOOL ORGANIZATIONAL CLIMATE AND HOME ENVIRONMENT ON OCCUPATIONAL MENTAL HEALTH OF PRIMARY SCHOOL TEACHERS”.

**DEFINITION OF KEY TERMS**

To have a clear idea of the problem stated, the operational definitions of the terms are given below.

**Interaction Effect**

The term interaction effect in the study stands for the statistical process to see whether the effect of a variable is different for different levels of other variables as studied by the technique of Two-way ANOVA

**School Organizational Climate**

The atmosphere in which the school conducts itself is technically known as its organizational climate. The psycho-emotional environment in which the process of education takes place in school speaks for their organizational climates. For the present study the score obtained by the individual teacher in the Scale of School Organizational Culture is considered as the score for School Organizational Climate.

**Home Environment**

Home is the place in which one’s domestic affections are centered and the environment is the total set of circumstances by which one is surrounded, including physical, inter-personal and socio-cultural aspects. In the present study Home Environment is operationally defined as the total score obtained by the individual teacher in the Home Environment Scale.

**Occupational Mental Health**

Mental Health is defined as it is a state of good adjustment with a subjective state of well being, zest for living and the feeling that one is exercising his talents and abilities. Occupational Mental Health is the mental health in the area of job or job related mental health. In the present study Occupational Mental Health is taken as the total score obtained by an individual teacher in the Occupational Mental Health Scale.

**Primary School Teachers**

The term specifies teachers who are teaching at primary standards (1 to VII ) of the schools of Kerala.

**VARIABLES OF THE STUDY**

The present study includes two types of variables, viz., independent and dependent variables.

The independent variables in the study are School Organizational Climate (soc) and Home Environment (HE) of primary school teachers. The dependent variable is the Occupational Mental Health of primary school teachers.

**OBJECTIVES**

1. To test whether the variables School Organizational Climate and Home Environment have significant main effects on Occupational Mental Health of primary school teachers.
2. To test whether the variables School Organizational Climate and Home Environment have significant interaction effect on Occupational Mental Health of primary school teachers.

**HYPOTHESES**

1. The main effects of the variables School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers are significant
2. The interaction effect of the variables School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers is significant

**METHODOLOGY**

**Sample**

The sample was selected under stratified sampling technique by giving due representation to the factors like gender of the teachers, locale of the school and type of school management. The study was proposed to be conducted on a sample 400 teachers of primary section from different schools of Kerala.

**Tools Used**

1. Home Environment scale (Mumthas and Raniya,2006)
2. Scale of School Organizational Culture (Gafoor, 2002)
3. Occupational Mental Health Scale (Vijayakumari and Jayasree, 2002)

**Statistical Techniques**

1. Preliminary statistics
2. Classificatory technique
3. Test of significance of mean difference for large independent samples
4. Two-way ANOVA with 3 x 3 factorial design

**SCOPE AND LIMITATIONS**

The present study is specially intended to study the main and interaction effects of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers. The study was conducted on a representative sample of 425 teachers drawn from different schools in different districts of Kerala. The sample was selected by stratified sampling technique giving due representation to factors like gender, locale of the school and type of school management. The present study also attempts to construct and standardize a scale for measuring Home Environment of teachers as revealed from the review of related literature.

Even though the investigator tried her best to make the study a perfect one, certain limitations are there.

1. The practical difficulties forced the investigator to select the sample from only eight districts of Kerala viz., Thiruvanthapuram, Kollam, Trissur, Palakkad, Malappuram, Kozhikode, Kannur and Kasargode.
2. In the present study the investigator measured School Organizational Climate from teachers’ perception only there is not considered students’ and headmasters’ perception.
3. There is mainly three sectors in the educational system, viz., Government, aided, and unaided. In the present study the investigator omitted the unaided sector, the study is conducted only two sectors ie, government and government aided primary school teachers.

**ORGANIZATION OF THE REPORT**

The report has been presented in five chapters.

Chapter I, of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses, methodology, scope and limitations of the study.

In Chapter II, a conceptual overview of Home Environment, School Organizational Climate and Occupational Mental Health along with the related studies are presented.

In Chapter III, methodology of the study is described in detail consisting of the variable of the study, tool employed, selection of sample, date collection procedure and statistical techniques used for analysis of data.

In Chapter IV, statistical analysis of data and discussion of results, summary of findings and tenability of the hypotheses are given.

Chapter V gives the summary, major findings, conclusion, educational implications of the study and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

The success of any research work depends upon the familiarity and under standing of the investigator with the studies and literature related to ones topic. In review of literature the researcher attempts to determine what others have learned about similar works and to gather information relevant to the research problem at hand. Since effective research is based upon past knowledge, the review of related literature help to eliminate the duplication of what has been done and provides useful hypothesis, and helpful suggestions for significant investigation. Review of literature is a valuable guide to defining the problem, recognizing its significance, suggesting and promising data gathering services, appropriate study design and sources of data. Hence review of related literature form an inevitable part of any research study.

The present study is to find out the main and interaction effect of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers.

Conceptual outline of the independent variables School Organizational Climate and Home Environment and the dependent variable Occupational Mental Health, a review of studies related to the variables involved in the problem are presented in this chapter. These are presented under two headings viz.,

# A. Conceptual Overview

**B. Studies Related to the Variables**

**A. CONCEPTUAL OVERVIEW**

**HOME ENVIRONMENT**

Family is the social biological unit that exist the greatest influence on the development and perpetuation of the individuals behavior. Family is a legalized two-generational unit of core siding persons related by blood and /or adoption, to viewing it as a widely unspecified constellation of persons who of their own volitions call themselves a family. Family is defined as special variants of intimate relationship system for which the maintenance of boundaries, privacy, closeness and permanence are crucial, albeit empirically more or less variables defining family. The home has always occupied an important place in any organized social unit. The home should provide an affectionate, happy home life in which fundamental needs of children and adults are given due consideration and in which desirable behavior patterns of the young are designed and inculcated.

Environment is the total set of circumstances by which one is surrounded including physical, inter personal and socio-cultural aspects. Research on the relationships between the physical environment and societal processes has concentrated on living at home, learning in the classroom, and functioning in the workplace. Each of these environments involves many perceptions, activities and attitudes. The home environment can include one’s residence, neighbourhood and city. A major theoretical point accepted by most investigators has been that the environment is composed not only of physical aspects but also of interpersonal (other people) and socio-cultural (rules and customs) aspects.

The organization of the home, the economic status of the family, the life of community etc. influences an individual’s life. The relationships between two parents, between parents and relatives, between all of these and the children, the affection and smoothness of home life, the emotional climate of the family, the mental attitudes of the whole house hold-all there psychological factors are also of far greater importance in the shaping of the individual’s mental health. The feeling of security supplemented by warm affection, physical safety, participation in home activities and responsibilities and opportunity to grow and develop in accordance with his own pattern and rhythm will definitely tend to produce a sturdy, well- balanced and socially adjusted individual.

An individual’s relationship with family members, his position in the home, family members’ consideration towards one’s need and attitudes, location of one’s home etc are affecting the social background of home. Home life depends upon many things, the individual may disturbed by the feeling that he lives in the least desirable dwelling in the neighbourhoods. When analyzing the social background of an individual it is important to learn some thing about the composition of his family. That means the number of brothers and sisters, the number of adults including grand parents, boarders or others who live in the home etc affect a person’s life.

Economic status of a home has an important place in determining the Home Environment of an individual. The amount of income must be considered in terms of the number of persons in the family and of any unusual sources of expenditure.

The major experiences of a family are for food, education of family members, home maintenance, bringing more facilities in the home, medicine etc. Nowadays money is the standard of existence in all fields. The economic problems will affect mental well being of an individual.

The rules and regulations related to one’s religion are also affecting his Home Environment. The superstitions and blame faith, orthodox mentality of the family members influence the individual in each and every aspects of his life. The protestant mentality of family members towards the progressive views and thoughts of the individual will lead him to an unpleasant life.

Our primary needs like availability of water, electricity, adequate furniture, mass media etc. are the determinants of a favorable home environment. A person with favorable home environment can lead their life successfully and do their duty with full involvement and dedication.

**SCHOOL ORGANIZATIONAL CLIMATE**

The atmosphere in which the school conducts itself is technically known as its organizational climate. The psycho-emotional environment in which the process of education takes place in schools speaks for their organizational climates. It is this climate, which can be found conducive for the teachers to teach and the students may feel like learning in it. The other side of the coin is that school organizational climate may work to develop apathy in the minds of the teachers for teaching and at the same time it can prove to be instrumental in creating distaste for learning in the minds of learners. It may be said that organizational climate projects the nature of a teaching learning situation that is believed to prevail in a school. It is related to the process through which participants are socialized in to the organization, how they develop perceptions, values and beliefs concerning the organization and what influence these inner states have on behavior. There should be an emotional and value commitment between the person and organization, people should feel that they belong to a meaning full entity and can realize cherished values by their contributions.

The usefulness and effectiveness of an institution depends on the efficient way of its operation and administration. This will facilitate meaningful co-operation of its members leading to proper fulfillment of the aims of the institution. The behavior pattern of the members varies according to the organizational pattern. A healthy relationship and team spirit between the teachers and the principal is essential for the welfare and development of the students. Variables such as Commitment, Formalization of rules, Co-operative emphasis, Expectations, Emphasis on academics, Professional management and Goal concessions are all aspects of School Organizational Climate.

**OCCUPATIONAL MENTAL HEALTH**

Assessment and interventions for Occupational Mental Health sets out a new prevention framework to abate the risks of work related psychological disorders. Occupational Mental Health is considered to deal with the health problems related to environmental conditions at the places of employment. A definition by W.H.O states that, “ Occupational Health is concerned with all the health problems of the gainfully employed” (Sagan, 1987). Undue stress at work, whether physical, mental or biological in nature may result in occupational diseases. Mental Health may be defined as the adjustment of individuals to themselves and the world at large with maximum of effectiveness, satisfaction, cheerfulness and socially considerate behavior and the ability of facing and accepting the realities of life. According to Chaplin (1989). “Mental Health is a state of good adjustment with a subjective state of well being zest for living and the feeling that one is exercising his talents and abilities”.

Mental Health for a teacher is a state in which they are effective in their work, take satisfaction and pride in the activities they pursue, manifest cheer in the performance of their professional co-workers. Working toward improvement and attaining some betterment are evidence of mental health in its dynamic concept.

Based on the literature, Occupational Mental Health has five components viz., Competence, Aspiration, Negative Job carry-over, Self concept and Job satisfaction.

**STUDIES RELATED TO HOME ENVIRONMENT AND OCCUPATIONAL MENTAL HEALTH**

Unlenhuth and Paykel (1973) reported a strong relationship between life stress and mental disorders of female subjects.

La Rocco *et al,* (1980) observed that social support from family and friends has been more strongly associated with general health and well being and weekly associated with work related out comes.

Goswami (1988) studied job satisfaction among teachers of central school. The study revealed that teachers of the north-eastern region were found be satisfied on income, job security, status as perceived by self pleasure of achievements in job, leadership inter personal refashion ship and group behavior in school while they where dissatisfied on fringe benefits, stability in job, working conditions in school, status as seen by others and recognition and approval. Study all so revealed that female teachers were more satisfied with their job than male teachers.

In an attempt by Ray (1988) to find out relationship between marital satisfaction with job satisfaction, it was found that marital satisfaction was related to carrier satisfaction.

In a study on mental health of primary school teachers Das (1989) observed that teachers felt they are neglected by the society and they think a good social environment is necessary for good mental health.

Kaufmann and Beehr (1989) reported emotional support from family and friends was significantly related to a composite of variables like job satisfaction, boredom, depression etc. but not with instrumental support.

Vermunt (1989) observed that internal comforts have consistently been shown to play a minimal role in predicting satisfaction with life.

Smith (1990) found that health status was perceived to moderate social support had inverse relationship to job stress / strain was positively related to positive health status job related strain and health status.

Bolzan (1990) found that social support has proved to be successful coping resource with interacting buffering effect on worker stress. Mukthamath, *et al.* (1991) conducted a study on factors influencing job involvement and job satisfaction among 176 married teachers from colleges in India. They found that family responsibility and attitude towards teaching are the most influential factors for job in involvement and job satisfaction.

Rain *et al*. (1991) observed that internal comforts have consistently been shown to play a minimal role in predicting satisfaction with life.

Frone *et al.* (1992) opined that family may be a potent as work only when there is high stress.

In a study conducted by Howard (1992) revealed that

1. Work and family involvement were inversely related.
2. The satisfaction with work generalized or spilled over in to contentment with the family.

Emmons (1992) found mentally healthy persons able to fulfill their social roles effectively.

Peter, Thomas and Cleveland (1992) reported the social relationship ie, social support, and family functioning would exert direct and indirect effects on the health behavior.

Wei (1993) in his study indicated that care givers’ financial strain is directly affected mental health and life satisfaction.

Harpham (1994) observed socio economic status, work environment, design of job and personality factors directly influence mental health.

Wederich (1995) found that subjects with higher well being have less stresses and strain than subjects with lower well-being.

Sharma (1995) investigated the influence of recent life experience on mental health of school teachers. The study revealed that life experiences influenced the mental health of teachers and stress made the teachers predisposed to mental disorders. The study also pointed out that male teachers were more inclined towards mental health.

Ganster *et al*., (1996) documented that social support from family and friends to be more strongly correlated with health complaints than other indices of well-being.

Kessler *et al*. (1995) have noted that perceived support enhances physical and mental health or adjustment, this is accompanied by sense of caring of what goes on in the lives of friend and family.

Wadud and Shome (1998) investigated the effect of demographical variables such as family, job experience, age, marital status, etc on job satisfaction. This study was on female workers and it revealed that satisfaction with family and social life had a posture influence on overall job satisfaction.

Dwivedi and Shrivastava (1998) found that family network and level of education were not significantly related life satisfaction

Verma (1998) observed that the social relations, feelings of security and love, which assures freedom, may contribute in raising one’s satisfaction level irrespective of the material things.

Kossek and Ozeki (1998) found that the effect of work family conflict on job and life satisfaction found to be different for men and women.

Lavalekar (2003) found that various environmental factors like education, social status economic sources, family etc. contribute in individual’s development. The study also observed that the increasing level of education, social status (caste wise) income etc is not related to getting more and more satisfaction in the respective areas of life.

1. The study revealed people derive highest satisfaction from family and economic matters.
2. Increased statuses of living, education and social position, gender are not significantly related to level of satisfaction
3. Satisfaction in family life and that in work situation are not significantly related.

Kumaraswamy and Sivanandam (2004) studied the influence of personal and demographic variables in the performance of primary school teachers. The variable gender, age, caste, education and experience have significantly influenced the performance of teachers were as locality and income did not exert significant influence on the performance of teachers.

**STUDIES RELATED TO SCHOOL ORGANIZATIONAL CLIMATE AND OCCUPATIONAL MENTAL HEALTH**

Sharma and Gupta (1983) studied the effect of instructional climate on job satisfaction of teachers. The sample consisted of 70 male and female teachers drawn from seven randomly selected intermediate college of Moradabad city. The findings of the study were the following

i. There is significant difference between highly satisfied and least satisfied group for all the nine dimensions of organizational climate of 0.01 level. Highly satisfied teachers perceive the organizational climate of this institution as characterized by high support and satisfaction.

ii. The least satisfied teachers perceived organizational climate in this institution as characterized by high disharmony, high hindrance, high authoritarianism and lack of facilities.

Hawley and Rosenheltz (1984) made an analysis of the organizational climate existing in schools with a view to determine the factors relating to teachers involvement in their jobs. The study revealed that 67 percent of the variance of the teachers perception of their skill on acquisition was explained by the extent of principal’s collegiality, the recruitment and socialization of new entrants, principal’s evaluation practices, instructional co-ordination and goal setting, management staff behavior and teacher’s collaboration with colleges.

O’ Neil and others (1985) have observed that stress in the work environment has negative impact on the physical and mental health of the working women.

Sundarajan and Sarah (1987) attempted to find out the extent of relationship between the dimensions of organizational climate and job satisfaction of teachers of the 18 Higher secondary schools of South Arcot District of Tamil Nadu.

Goswami (1988) studied job satisfaction among teachers of central schools. The study revealed that teachers of the north-eastern region were found to be satisfied on income, job security, status as perceived by self, pleasure of achievement in job, leadership, interpersonal relationship and group behavior in school while they were dissatisfied on fringe benefits, stability in job, working conditions in school, status as seen by others and recognition and approval. The study also revealed that female teachers were more satisfied with their job than male teachers.

Srivastav and Jagadish (1989) found occupational stress negatively correlated with job satisfaction and mental health and organizational structure also have influence on job satisfaction of teachers.

Jenkinson and Chapman (1990) observed that prestige of the school is the best predictor of job satisfaction of teachers. And some other factors like working conditions. Interpersonal relationship with other teachers, relationship with parents. The tools used were Sharma’s school organizational climate description questionnaire Kumar Mutha’s Job satisfaction questionnaire for teachers. The following were the major findings.

i. There exists a significant relationship between the four dimensions of organizational climate viz., Espirit, Control, Production Emphasis, Humanised Thrust and Job satisfaction.

ii. There is no significant relationship between job satisfaction and the remaining four organizational climate variable viz., intimacy, disengagement, Alienation and Psychological Hindrance.

Rajagopalan (1990) made a study on job satisfaction and Attitude Towards Teaching Profession as correlates of the organizational climate of Teacher Training Colleges of Kerala. The study revealed the male teachers of rural and urban area differ in the degree of the relationship between organizational climate and teaching profession.

Mehra and Mishra (1991) found that mental health had a moderating effect on the relationship between job satisfaction and organizational stress.

Kornhausers (1995) identified higher index of the mental health indicating on individual’s high level of effectiveness in their respective organization.

Kornhauser (1995) observed that poor mental health was directly related to unpleasant working conditions.

Beehr (1995) found that social support from work-related sources figures more importantly in the occupational stress process than does support from no-work related sources (no-work family and friends).

Sinha (2004) attempted to study the relationship between the type of organization (public and private sectors) and job satisfaction. Correlated analysis employed in the study revealed that in the case of public sector employees, job satisfaction is significantly (0.01) related with their age and experiences. But in the case of private sector employees, there is no significant relation even at 0.05 level confidence.

**Conclusion**

Studies revealed that home related variables have significant effect on Mental Health of individual. Most of the studies concluded that economic status and personal factors directly influence the Mental Health. Studies also revealed that social support from family members, family functioning, and social life had a positive influence on Mental Health and its components. The studies in the area of School Organizational Climate and Mental Health revealed that there is significant effect of School Organizational Climate on Mental Health and its component job satisfaction. Studies revealed that School Organizational Climate and its component have direct relation with Mental Health. Factors like working conditions and interpersonal relationship with other teachers also have influence on the Mental Health and Job Satisfaction. While reviewed, the investigator found that the studies on the joint area of School Organizational Climate, Home Environment and Occupational Mental Health are rare. Hence the investigator decided to conduct a study on this area.

METHODOLOGY

Research methods are of great importance in research process. Methodology is a process which reveals all the methods and techniques followed by the researcher during the course of research work. The success of any research work depends largely upon the suitability of the methods, tools and techniques followed by the researcher in collecting and processing data. A suitable method helps the researcher to explore the diverse area of the study. The decision about the methods, depends upon the nature of research problems and the kinds of data necessary for its solution.

The present study is an attempt to find out the interaction effects of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers of Kerala. The design of the study is described under the following major sections.

A. Variables

B. Objectives

C. Hypotheses

D. Tools used for data collection.

E. Sample for the study

F. Data collection procedure and consolidation of data.

G. Statistical techniques used for analysis of data.

The detailed description of each of the above is given below.

**A. VARIABLES**

The present study involves two types of variables, viz., Independent variable and Dependent variable. The independent variables in the study are School Organizational Climate (SOC) and Home Environment (HE). The dependent variable is the Occupational Mental Health of primary school teachers.

**B. OBJECTIVES**

Following are the objectives set for the present study.

1. To test whether the variables School Organizational Climate Home Environment have significant main effects on Occupational Mental Health of primary school teachers.

2. To test whether the variables School Organizational Climate and Home Environment have significant interaction effect on Occupational Mental Health of primary school teachers.

**C. HYPOTHESES**

The following are the hypotheses formulated for the present study.

1. The main effects of the variables School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers are significant.

2. The interaction effect of the variables School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers is significant.

**D. TOOLS EMPLOYED**

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for a successful research. For the present study the investigator used the following tools.

1. Home Environment Scale (Mumthas and Raniya, 2006)

2. Scale of School Organizational Culture (Gafoor, 2002)

3. Occupational Mental Health Scale (Vijayakumari and Jayasree, 2002)

Each of the above tools is described below.

**1. Home Environment Scale**

This tool is prepared and standardized by the investigator with the assistance of her supervising teacher. The procedure followed in the construction of the tool is described below.

**a) Planning of the scale**

The first step in the construction and standardization of a scale is planning of the scale. The present scale is prepared to study the Home Environment of primary school teachers. It was decided to develop a Likert type scale with five responses, Viz., ‘Strongly Agree’ (SA), ‘Agree’ (A), ‘Undecided’ (U), ‘Disagree’ (DA) and ‘Strongly Disagree’ (SD).

The review of related literature helped the investigator to focus on the various dimensions of Home Environment, Viz., Economic background of home, social background of home, Religious background of home and physical background of home. Based on these components the investigator developed the present scale. A brief description of each component is given below.

i. Economic Background of Home

Financial status is one of the factors which affect the life of an individual. Financial status of a home depends upon the income of the family members. The amount of income must be considered in terms of the number of persons in the family and of any unusual sources of expenditure. The economic status of families varies from one family to another. The economic expenses also differ from one family to another. The main expenses of a family are for food, cloth, home maintenance, education of family members, medicine etc. These expenses and other unusual expenses are affect the financial balance of the family. A financially sound person is considered as more nearer to satisfaction in life. The items 1 to 9 are under this dimension.

Example:

1. My income is not sufficient for my family expenditure (Item No: 1)

2. I have enough money for entertainments (Item No: 7)

ii. Social Background of Home

Social background of home is an important dimension of Home Environment. The number of brothers, sisters, adults including grand parents, boarders or other who live in the home, attitude of family members to each other, individual’s relationship with society, one’s job and job related matters etc are influencing the social aspects of a home. The social aspects of home is also affected by the status of individual in the home, status of family, intellectual background of the family etc. The items 10 to 36 are coming under this category.

Example:

1. My responsibility in my home is beyond my capacity (Item No: 10)

2. My family members co-operation helps to improve my performance in job (Item No: 18)

iii. Religious Background of Home

This dimension of Home Environment measures the extent to which rules and regulations of religion are followed by the family. It explains whether the family members follow orthodox mentality in religious aspects as well as in daily matters. The thoughts and attitude of the family members should influence one’s life and automatically it will reflects in the field in which he is engaged. The items 37 to 41 are under this dimension.

Example:-

1. My family members don't favour with my progressive views (Item No: 38)

2. My family encourages me to keep connection with other community (Item No: 40)

iv. Physical Background of Home

Physical Background of a Home is also an important dimension of Home Environment. An adequate physical background of home makes an individual more pleasant and mentally healthy. The locality of the home and facilities like availability of water, electricity, furniture etc are of the determinants of Home Environment. Availability of different medias will also make the home life more enjoyable. The items 42 to 50 are coming under this dimension.

Example:-

1. My home stands as isolated (Item No: 42)

2. There are adequate facilities in my home that the family members in need of (Item No: 44)

**b) Preparation of the scale**

Based upon the above mentioned components the investigator developed the Home Environment scale. The draft scale consists of 50 items. Of the 50 items of Home Environment scale, 27 items are positive and 23 items are negative. The draft copy of Home Environment scale (Malayalam version) is given as Appendix I

**Scoring procedure**

Each statement of the scale have five possible responses viz., strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA) and strongly Disagree (SD). A score of 5,4,3,2 and 1 was given for the response Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA) or Strongly Disagree (SD) respectively for positive statements. For negative statements the scoring was done in the reverse order.

c) Try-out of the preliminary scale

The purpose of the try-out of the scale is to select the items for the final scale by empirically testing the item characteristic. The procedure of the item analysis is described below.

The preliminary scale was administered to a sample of 370 primary school teachers selected by stratified sampling technique, giving due representation to gender of the teachers, locale of the school and type of school management.

The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these were arranged in descending order of the total score and the highest and lowest 27 percentage of the 370 sheets (100 sheets each) were separated.

The mean and standard deviation of the scores obtained for each item for the upper and lower group were calculated separately. The critical ratio for each item were calculated using the following formula.

 (Best and Kahn,2002)

Where

‾X1 = Mean of the upper group for an item

‾X2 = Mean of the lower group for an item

σ1 = Standard deviation of the upper group for an item

σ2 = Standard deviation of the lower group for an item

N1 = Sample size of the upper group

N2 = Sample size of the lower group.

The critical ratio obtained for each item together with mean and standard deviation of the scores of the two groups are given in Table 1.

TABLE 1

**Details of the Item Analysis of Home Environment Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Item Number | Lower Group | | Upper Group | | Critical Ratio  t |
| ‾X1 | σ1 | ‾X2 | σ2 |
| 1. | 2.77 | 1.23 | 3.69 | 1.13 | 5.50 |
| 2. | 2.70 | 1.17 | 3.97 | 0.99 | 8.30 |
| 3. | 3.45 | 0.99 | 4.27 | 0.95 | 5.98 |
| 4. | 2.77 | 1.23 | 3.38 | 1.42 | 3.25 |
| 5. | 2.62 | 1.19 | 3.86 | 1.15 | 7.51 |
| 6. | 2.89 | 1.06 | 2.78 | 1.21 | 0.68\* |
| 7. | 2.72 | 1.04 | 3.67 | 1.07 | 6.37 |
| 8. | 2.75 | 1.10 | 3.69 | 1.14 | 5.91 |
| 9. | 2.50 | 1.04 | 3.17 | 1.33 | 3.96 |
| 10. | 2.95 | 1.02 | 4.31 | 0.84 | 10.31 |
| 11. | 3.56 | 0.86 | 4.48 | 0.54 | 9.08 |
| 12. | 3.39 | 0.96 | 4.57 | 0.79 | 9.45 |
| 13. | 3.33 | 1.03 | 4.66 | 0.62 | 11.08 |
| 14. | 3.79 | 0.91 | 4.70 | 0.56 | 8.50 |
| 15. | 3.72 | 0.98 | 4.86 | 0.49 | 10.43 |
| 16. | 3.34 | 0.97 | 4.58 | 0.82 | 9.79 |
| 17. | 3.49 | 1.09 | 4.90 | 3.30 | 12.50 |
| 18. | 3.62 | 0.92 | 4.68 | 0.60 | 9.66 |
| 19. | 3.31 | 0.93 | 4.17 | 0.95 | 6.46 |
| 20. | 3.43 | 0.91 | 4.47 | 0.99 | 7.73 |
| 21. | 3.10 | 0.88 | 4.19 | 0.98 | 8.26 |
| 22. | 2.98 | 1.06 | 4.11 | 1.03 | 7.62 |
| 23. | 3.48 | 0.93 | 4.64 | 0.61 | 10.45 |
| 24. | 3.64 | 0.93 | 4.83 | 0.51 | 11.23 |
| 25. | 3.51 | 0.90 | 4.25 | 0.97 | 5.59 |
| 26. | 3.50 | 0.85 | 4.67 | 0.51 | 11.81 |
| 27. | 3.76 | 0.77 | 4.73 | 0.53 | 10.41 |
| 28. | 3.11 | 0.99 | 3.99 | 1.05 | 6.09 |
| 29. | 3.83 | 1.06 | 4.81 | 0.53 | 8.26 |
| 30. | 3.51 | 0.97 | 4.63 | 0.60 | 9.84 |
| 31. | 3.62 | 0.92 | 4.83 | 0.40 | 12.06 |
| 32. | 3.72 | 0.90 | 4.83 | 0.51 | 10.71 |
| 33. | 3.65 | 0.83 | 4.69 | 0.66 | 9.77 |
| 34. | 3.70 | 0.95 | 4.75 | 0.48 | 9.88 |
| 35. | 3.62 | 0.97 | 4.61 | 0.83 | 7.75 |
| 36. | 3.70 | 0.93 | 4.72 | 0.65 | 9.00 |
| 37. | 2.97 | 1.26 | 3.32 | 1.59 | 1.73\* |
| 38. | 3.58 | 0.94 | 4.62 | 0.62 | 9.22 |
| 39. | 3.54 | 0.99 | 4.28 | 0.96 | 5.36 |
| 40. | 3.65 | 0.96 | 4.49 | 0.80 | 6.74 |
| 41. | 3.07 | 1.07 | 3.58 | 1.48 | 2.80 |
| 42. | 3.63 | 1.08 | 4.78 | 0.58 | 9.39 |
| 43. | 3.22 | 1.31 | 4.28 | 1.19 | 6.00 |
| 44. | 3.69 | 0.97 | 4.56 | 0.76 | 7.07 |
| 45. | 3.25 | 1.14 | 4.57 | 0.66 | 10.04 |
| 46. | 3.04 | 1.14 | 4.24 | 0.94 | 8.12 |
| 47. | 3.33 | 1.21 | 4.40 | 1.15 | 6.38 |
| 48. | 4.05 | 0.90 | 4.96 | 0.20 | 9.80 |
| 49. | 3.16 | 1.14 | 4.17 | 1.04 | 6.55 |
| 50. | 3.61 | 0.90 | 4.60 | 0.62 | 9.08 |

Note: \* Denotes the deleted items.

d) Finalization of the scale

Items with critical ratio greater than 2.58 the tabled value of ‘t’ at 0.01 level of significance were selected for the final scale. Thus from the total 50 items, 48 items were selected for the final scale in which 26 items are positive and 22 items are negative. The copy of the final scale of Home Environment (Malayalam version and English version) are given as Appendix II and III respectively.

**Reliability**

Reliability of a test is its ability to yield consistent result from one set of measures to another. According to Best and Kahn (2001), ‘Reliability is the degree of consistency that instrument on procedure demonstrates whatever it is measuring it does so consistently’.

The reliability of the present scale was estimated by the test-retest method. The scale was administered to a group of 30 primary school teachers and again repeated in the same group of teachers with an interval of three weeks. The scores obtained from the two tests were correlated by using Pearson's 'r' . The reliability co-efficient was found to be 0.90, which suggests that the scale is highly reliable.

**Validity**

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion. Best and Kahn (2001) defines validity as, ‘the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure’.

The validity of the present scale was ensured through face validity. “A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring”. (Garret, 1981) The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the item without difficulty and misunderstanding. Hence the scale possesses face validity.

**2. Scale of School Organizational Culture**

This tool is constructed and standardized by Gafoor (2002) for assessing School Organizational Climate. The scale of School Organizational Culture is made in the form of five point Likert scale and is composed of seven components, viz., Commitment, Formalization of rules, Co-operative emphasis, Expectations, Emphasis on academics, Professional management and Goal consensus. There are 52 items in the scale of which 33are positive and 19 are negative. The seven components of the scale are described below.

i. Commitment

This component measures he extent to which the individuals in the school are devoted or involved in their responsibilities to the learner, society, profession and the achievement of excellence in education. The statements 1 to 7 constitute this sub scale.

ii. Formalization of rules

This subscale measures the extent to which the rules and regulations of day-to-day administration of the school are standardized, the rules are centralized, the position of individuals within the organization is structured and controlled. The statements 8 to 13 constitute this subscale.

iii. Co-operative emphasis

The statements under this subscale measures the degree to which the teachers co-operate each other and provide professional help for the welfare of the school, without jeopardizing the individual autonomy. The statements 14 to 21 constitute this subscale.

iv. Expectations

This subscale measures the extent of formalized inter-personal-communication of expectation within the school which helps to reduce the conflicts within the organization. The statements 22 to 28 constitute this subscale.

v. Emphasis on academics

The items under this subscale measure the attention and importance given by the members within the school on improving the academic standards, the intensity and priority given to academic excellence over non-academic matters. The items 29 to 36 come under this subscale.

vi. Professional management

This component of the scale measures the extent to which the administrative methods are characterized by reward orientation through the use of reward and praise. The items 37 to 44 constitute this subscale.

vii. Goal consensus

This subscale measures the consistency among and within the individual members of the school with respect to the goal and welfare of the school society. Items 45 to 52 constitute this subscale.

**Scoring**

The five possible responses for each statement viz., Completely true, Often true, Sometimes true, Rarely true and Never true receive the score 5, 4, 3, 2 and 1 respectively for positive items and the scoring is reversed for negative items. Each subscale of the tool derives a separate score which could be added together to get the score as School Organizational Culture.

**Reliability and Validity**

The reliability coefficients of the total scale and of subscale i to vii obtained using test retest method (N = 30) are 0.86, 0.90,0.64,0.47,0.66,0.71, 0.63 and 0.67 respectively.

The validity of the scale was established through face validity and construct validity. Construct validity is suggested because the tool is constructed according to the theoretical construct of School Organizational Culture advocated by Anderson (1982). The sub scale have the homogeneity indices of 0.77, 0.72, 0.78, 0.70, 0.75, 0.81 and 0.80 respectively which also indicates validity of the subscale apart from the reliability. The total score of the subscale has co-efficient of correlates r= 0.49 (N=80) with the score of Leadership behaviors perception questionnaire, another indicator for the validity.

**3. Occupational Mental Health Scale**

This scale is prepared and standardized by Vijayakumari and Jayasree (2002) for measuring the Occupational Mental Health of school teachers. There are 50 items in the scale which are classified under five components viz., Competence, Aspiration, Negative job carry-over, Self concept and Job satisfaction. Each component is explained below.

i. Competence

Competence refers to an individual’s ability to deal successfully with life’s problems. It is a construct similar to self-efficacy. 15 items are included under this factor out of which 11 statements are positively stated and four are negatively stated.

ii. Aspiration

Aspiration is the propensity to establish realistic goals, and to engage in goal – directed activity aimed at achieving challenges which are seen as personally meaningful. 10 items were prepared under this component among which eight are positively stated and two are negatively stated.

iii. Negative Job carry-over

Negative Job carry-over refers to the spill-over effect at work into leisure and family life and its dysfunctional consequences. Five items were included under this component, which are to be scored so that high score indicates low Negative Job carry-over and low score indicates high Negative Job carry-over.

iv. Self concept

Self concept is “a composite at thoughts and feelings which constitute a person’s awareness of his individual existence, his perception of what he has, his conception of who he is, and his feelings about his characteristics, qualities and properties”. 10 items are included under this component among which only one is negatively stated.

v. Job satisfaction

Job satisfaction is an attitude that employees maintain about their job. This attitude develops from the perception of the employees regarding their jobs. 10 items are included under this component out of which seven are positively stated and three are negatively stated.

**Scoring procedure**

Since each statement has five responses viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree, scoring was done as follows. A score of 5,4,3,2 or 1 was given for the response Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree respectively for a positive statement. For a negative statement the scoring was done in the reverse order.

**Reliability**

Reliability of the tool was estimated by test-retest method on a sample of 20 teachers keeping a gap of one month between the two administrations. The co-efficient of correlation obtained is 0.879.

The reliability of the scale was estimated also by split-half method. The reliability co-efficient obtained is 0.880. The combat alpha co-efficient obtained is 0.891. These values indicates that the test is reasonably reliable.

**Validity**

The validity of the scale was estimated statistically by administering Warr’s Mental Health measures and the newly constructed scale to a sample of 20 teachers and the co-efficient of correlation for the two sets of scores was calculated. The validity co-efficient obtained is 0.823 indicating that the scale is a valid one.

**E. SELECTION OF SAMPLE**

Selection of the sample is an important aspect of any research. ‘A sample is a small proportion of a population selected for observation and analysis’ (Best and Kahn, 2002). The basal sample for the present study constituted 425 primary school teachers which were selected from primary schools of Kerala. The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the teachers, locale of the school and type of school management.

The ratio for considering each of these strata in the sample is discussed below.

a) Gender

Gender has great influence on findings of research, since it has been found that sex difference exists in many of the psychological variables in the study. In Kerala, the gender of the primary school teachers ie, male : female is in the ratio 3:7 (seventh All India Educational Survey, 2002). So the investigator decided to take the male and female teachers approximately in the ratio 3:7

b) Locale of the School

In our state, there are more schools situated in rural areas than in urban areas. According to seventh All India Educational Survey (2002), the ratio of teachers based on the locale of school is 7:2 and hence the investigator decided to take the sample based on the locale of the school is approximately in the same ratio.

c) Type of School Management

Since the number of the private schools are more than the number of government schools ie, in the ratio 3:2 (Seventh All India Educational Survey, 2002), the investigator decided to gave due weightage to private schools.

The break up of the final sample is given in Table 2

TABLE 2

**Break up of the final sample**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gender | | Locale of the School | | Type of School Management | |
| Male | Female | Rural | Urban | Govt. | Private |
| 119 | 281 | 331 | 69 | 189 | 211 |
| Total = 400 | | Total = 400 | | Total = 400 | |

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Data Collection Procedure**

After having an idea of the sample, the investigator made necessary arrangements with Principals of the selected schools and sought permission for collecting data. The investigator met the individual teachers and explained the nature and confidentiality of the study and made them confessed. After providing necessary instructions the Personal Data Sheet and the copies of tools were distributed and were collected back, after they completed responding to the statements.

**Scoring and Consolidation of Data**

The response sheets were scored according to the scoring scheme prepared. The incomplete data sheets were removed and this resulted in a final sample of size 400

**G. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

The scores obtained by 400 teachers were subjected to statistical treatments. The various statistical techniques used are given below.

**1. Preliminary Analysis**

Preliminary statistics like Arithmetic Mean, Median, Mode, Standard deviation, Skewness and Kurtosis were calculated in order to arrive at a conclusion about the nature of distribution.

**2. Classificatory Technique**

As the major statistical techniques used in the study is Two-way ANOVA, since classificatory technique is also essential. On the basis of the scores obtained for each variable viz., School Organizational Climate and Home Environment, the sample was classified in to three groups, viz., high level group, moderate level group and low level group. In doing this conventional procedure of σ distance from mean M was used. By this procedure rounded score (M+σ) were treated as high level group in a particular variable, teachers who obtained scores below the rounded score M–σ are treated as low level group in that variable and those getting scores between M+σ and M–σ are treated as middle level group.

**3. Test of significance of Mean Difference for large independent samples (Best and Kahn , 2002)**

This was used to test the significance between the mean scores of different group pairs of School Organizational Climate and Occupational Mental Health of primary school teachers and between the mean scores of different group pairs of Home Environment and Occupational Mental Health. The formula is

Critical ratio  (Best and Kahn, 2002)

Where,

X1 and X2 are the mean scores of the two groups.

σ12and σ22 are the variances of the scores of the two groups, and

N1 and N2 are the number of cases in each group

If the obtained critical ratio (t) is greater than the required tabled value at 0.05/0.01 levels of significance, the mean difference is considered to be significant.

**4. Two –way Analysis of Variance (3x3 factorial design)**

Analysis of variance (ANOVA) has been defined as “The separation of the variance ascribable to other group” (Fisher, 1950). In its simplest form the analysis of variance is used to test the significance of the differences between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an inferential statistical procedure by which a researcher can test the null hypotheses that two or more population means are equal. A ratio of two variance estimate is computed, and this ratio has its sampling distribution, the F-distribution, determined by two degrees of freedom values. ANOVA can include one or more independent variable. If two independent variables are included simultaneously in a ANOVA, the analysis is called as Two-way ANOVA.

ANALYSIS AND INTERPRETATION

Analysis of data collected helps the investigator to test the hypotheses formulated statistically and arrive at conclusions.

The present study is to find out the main and interaction effects of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers. This chapter deals with the analysis and interpretation of the data as per the following objectives and hypotheses.

**OBJECTIVES**

1. To test whether the variables School Organizational Climate and Home Environment have significant main effects on Occupational Mental Health of primary school teachers.
2. To test whether the variables School Organizational Climate and Home Environment have significant interaction effect on Occupational Mental Health of primary school teachers.

**HYPOTHESES**

1. The main effects of the variables School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers are significant.
2. The interaction effect of the variables School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers is significant.

The analysis and discussions of results with regard to each of the above objectives are discussed in section A and B respectively

A. Preliminary analysis

B. Two-way ANOVA with 3 x 3 factorial design.

**A. PRELIMINARY ANALYSIS**

To know whether the dependent variables Occupational Mental Health of primary school teachers is normally distributed or not, the descriptive statistics like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the variable are computed. The statistical values are presented in Table 3.

TABLE 3

**Descriptive Statistics of the Variable   
'Occupational Mental Health of Primary School Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sample Size | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
| 400 | 185.21 | 185.00 | 174.00 | 20.22 | -0.15 | 0.10 |

From Table 3 it can be found that the values of mean, median and mode are approximately equal. The extent of skewness or index of asymmetry is –0.15. This shows that the distribution is slightly negatively skewed. The measure of kurtosis is 0.10 which shows that the curve is Lepto kurtic (Ku<0.263). The nature of the distribution is more clear from Figure 1.



FIGURE 1 Smoothed frequency curve of Occupational Mental Health   
 for Total sample

The statistical constants and the graphical representation of the variable reveals that the distribution of Occupational Mental Health is approximately normally distributed.

**B. TWO-WAY ANOVA WITH 3 X 3 FACTORIAL DESIGN**

Two-way ANOVA is a statistical technique employing two independent variables to study the single effect and first order interaction effect of these independents on dependent variable. Two-way ANOVA with 3 x 3 factorial design is employed in the present study for the analysis of data, so as to find out the main and interaction effects of the independent variables School Organizational Climate (SOC) and Home Environment (HE) on the dependent variable Occupational Mental Health (OMH) of primary school teachers.

3 x 3 factorial design of Two-way ANOVA includes three levels of School Organizational Climate (SOC) viz., High SOC group, Average SOC group and Low SOC group and three levels Home Environment (HE) viz., Favourable HE group, Intermediate HE group and Modest HE group.

Being a parametric technique, ANOVA has some basic assumptions, viz.,

* 1. The distribution of the dependent variable should follow normality.
  2. Homogeneity of variances
  3. The sample drawn should be random and independent

The statistical constant and graphical representation obtained for the dependent variable Occupational Mental Health reveal that the variable Occupational Mental Health is normally distributed for the total sample.

Since the sample is drawn from the normal population and also is sufficiently large, the investigator assumes there is homogeneity of variance.

As the sample in the present study are selected randomly and measures are independent, it also satisfies the third basic assumption of ANOVA.

As the basic conditions of ANOVA are almost satisfied, ANOVA is carried out. The statistical analysis and discussion of the results with regard to this technique are described under the following sections.

1. Main effects of School Organisational Climate and Home Environment on Occupational Mental Health of primary school teachers.

The main effects of School Organizational Climate (SOC) and Home Environment (HE) on Occupational Mental Health (OMH) of primary school teachers were found using ANOVA (3 x 3 factorial design) and the details of the results obtained are given in Table 4.

TABLE 4

**Results of ANOVA (3 x 3) on   
Occupational Mental Health of Primary School   
Teachers by School Organizational Climate and Home Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | Degrees of freedom | Mean squares | F-value |
| School Organizational Climate | 2692.02 | 2 | 1346.01 | 4.47 |
| Home Environment | 30394.29 | 2 | 15197.15 | 50.41 |
| School Organizational Climate x Home Environment | 2333.94 | 4 | 583.49 | 1.94 |
| Residual | 117877.34 | 391 | 301.48 |  |
| Total | 163154.94 | 399 | 408.91 |  |

**Discussion of Results**

**a. Main effect of School Organizational Climate (SOC) on Occupational Mental Health (OMH) of primary school teachers**

From Table 4 it can be found that the F- value obtained for the main effect of School Organizational Climate on Occupational Mental Health of primary school teachers is 4.47. This value is greater than 1.96 the tabled value of 't' required for significance at 0.05 level.

This indicates that the main effect of the variable School Organizational Climate on Occupational Mental Health of primary school teachers is significant at 0.05 level of significance. This further suggests that the level of Occupational Mental Health of primary school teachers are different for different levels of School Organizational Climate viz., High –, Average – and Low –.

As the main effect of the variable School Organizational Climate is found significant, the investigator conducted a follow up study to locate where the group differences are. The detail of this tests are given below.

**Group difference of School Organizational Climate (SOC) on Occupational Mental Health (OMH) of primary school teachers**

Three categories of the variable School Organizational Climate (SOC) viz., High SOC group, Average SOC group and Low SOC group were considered for ANOVA. The investigator therefore applied the ‘t’ test by pairing the groups as follows:

i High- with Average SOC group

ii Average with Low SOC group

iii High with Low SOC group.

Each of these comparison of these comparison is described below.

**i) Comparison of High SOC group with Average SOC group**

The statistics needed for this comparison are given in Table 5.

TABLE 5

**Data and Results of Test of Significance of   
Mean Difference in Occupational Mental Health of   
Primary School Teachers between High and Average SOC Group**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Groups Compared | | | | | | Critical Ratio (t) |
| High SOC group | | | Average SOC group | | |
| Occupational  Mental Health | N | M | σ | N | M | σ |
| 152 | 191.57 | 18.81 | 157 | 183.81 | 19.50 | 3.56\*\* |

Note : \*\* Indicate P <0.01

From Table 5 it can be found that the ‘t’ value obtained is 3.56 which is greater than 2.58, the tabled value of ‘t’ required for significance at 0.01 level. This suggests that there is significant difference in the mean sores of Occupational Mental Health of primary school teachers having High SOC and Average SOC. The positive sign of ‘t’ indicates that the mean scores in Occupational Mental Health of High SOC group is greater than that of Average SOC group.

**ii) Comparison of Average SOC group with Low SOC Group**

The statistics needed for this comparison are given in Table 6.

TABLE 6

**Data and Results of the Test of Significance of   
Mean Difference in Occupational Mental Health of   
Primary School Teachers between Average and Low SOC Group**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Groups Compared | | | | | | Critical Ratio (t) |
| Average SOC group | | | Low SOC group | | |
| Occupational Mental Health | N | M | σ | N | M | σ |
| 157 | 193.81 | 19.50 | 91 | 177.02 | 20.51 | 2.59\*\* |

Note : \*\* Indicate P <0.01

From Table 6 it can be found that the ‘t’ value obtained is 2.59, which is greater than 2.58 the table value of ‘t’ required for significance at 0.01 level. This suggests that there exists significant difference in the mean scores of Occupational Mental Health of primary school teachers having Average – and Low SOC score. The positive sign of ‘t’ indicates that the mean scores in Occupational Mental Health of Average SOC group is greater than that of Low SOC group.

**iii) Comparison of High SOC Group with Low Group**

The statistics needed for this comparison are given in Table 7.

TABLE 7

**Data and Results of the Test of Significance of   
Mean Difference in Occupational Mental Health of   
Primary School teachers between High and Low SOC Group**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Groups Compared | | | | | | Critical Ratio (t) |
| High SOC group | | | Low SOC group | | |
| Occupational Mental Health | N | M | σ | N | M | σ |
| 152 | 191.56 | 18.81 | 91 | 177.02 | 20.51 | 5.64\*\* |

Note : \*\* Indicate P <0.01

From Table 7 it can be found that the ‘t’ value obtained is 5.64, which is greater than 2.58, the tabled value of ‘t’ required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Occupational Mental Health of primary school teachers having High- and low SOC score in their Occupational Mental Health. The positive sign of ‘t’ indicates that the mean scores in Occupational Mental Health of High SOC group is greater than that of Low SOC group.

**b. Main effect of Home Environment (HE) on Occupational Mental   
 Health (OMH) of primary school teachers**

From Table 4 it can be found that the F-value obtained for the main effect of Home Environment on Occupational Mental Heath of primary school teachers is 50.41. This value is greater than 3.02, the tabled value of F for (2, 391) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the Variable Home Environment on Occupational Mental Health of primary school teachers is significant at 0.01 level of significance. This further suggests that the level of Occupational Mental Health primary school teachers are different for different levels of Home Environment, Viz., Favourable –, Intermediate-, and Modest -.

As the main effect of the variable Home Environment is found significant, the investigator conducted a follow up study to locate where the group differences are. The detail of this tests are given below.

**Group difference of Home Environment (HE) on Occupational Mental Health (OMH) of Primary School Teachers**

Three categories of the variable Home Environment viz., Favourable HE group, Intermediate HE group and Modest HE group were considered for ANOVA. The investigator therefore applied the 't' test by pairing the groups as follows.

1. Favourable – with Intermediate HE group
2. Intermediate- with Modest HE group
3. Favourable- with Modest HE group

Each of these comparison is described below:

1. **Comparison of Favourable HE group with Intermediate HE group**

The statistics needed for this comparison are given in Table 8.

TABLE 8

**Data and Results of the Test of Significance of Mean   
Difference in Occupational Mental Health of Primary   
School Teachers between Favourable- and Intermediate HE Group**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Groups Compared | | | | | | Critical Ratio (t) |
| Favourable HE group | | | Intermediate HE group | | |
| Occupational Mental Health | N | M | σ | N | M | σ |
| 121 | 199.09 | 16.87 | 157 | 183.54 | 18.07 | 7.32\*\* |

Note : \*\* Indicate P <0.01

From Table 8, it can be found that obtained t value is 7.32 which is greater than 2.58, the tabled value of ‘t’ required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Occupation Mental Health primary school teachers having Favourable HE and Intermediate HE score. The positive sign of ‘t’ indicates that the mean scores in occupational Mental Health of Favourable HE group is greater than that of Intermediate HE group.

1. **Comparison of Intermediate HE group with Modest HE group**

The statistics needed for this comparison are given in Table 9.

TABLE 9

**Data and Results of the   
Test of Significance of Mean   
Difference in Occupational Mental Health of Primary   
School Teachers between Intermediate and Modest HE Group**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Groups Compared | | | | | | Critical Ratio (t) |
| High SOC group | | | Average SOC group | | |
| Occupational Mental Health | N | M | σ | N | M | σ |
| 157 | 183.54 | 18.07 | 122 | 173.59 | 17.67 | 4.61\*\* |

Note : \*\* Indicate P <0.01

From Table 9, it can be found that the obtained ‘t’ value is 4.61, which is greater than 2.58 the tabled value of ‘t’ required for significance of 0.01 level. This suggests that there is significant difference in the mean scores of Occupational Mental Health of primary school teachers having Intermediate HE and Modest He score. The positive sign of ‘t’ indicates that the mean scores in Occupational Mental Health of Intermediate HE Group is greater than that of Modest HE group.

**iii) Comparison of Favourable HE Group with Modest HE Group**

The statistics needed for this comparison are given in Table 10.

TABLE 10

**Data and Results of the   
Test of Significance of Mean Difference   
in Occupational Mental Health of Primary   
School Teachers between Favourable- and Modest HE Group**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable Compared | Groups Compared | | | | | | Critical Ratio (t) |
| High SOC group | | | Average SOC group | | |
| Occupational Mental Health | N | M | σ | N | M | σ |
| 121 | 199.09 | 16.87 | 122 | 173.59 | 17.67 | 11.51\*\* |

Note \*\* Indicates P < 0.01

From table 10, it can be found that the obtained ‘t’ value is 11.51, which is greater than 2.58, the tabled value of ‘t’ required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Occupational Mental Health of primary school teachers having Favourable HE and Modest HE score. The positive sign of ‘t’ indicates that the mean scores in Occupational Mental Health of Favourable HE group is greater than that of Modest HE group.

**b. Interaction effect of School Organizational Climate and Home Environment on Occupational Mental Health of Primary School Teachers**

From Table 4, it can be found that the F- value obtained for the interaction effect of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers is 1.94, which is less than 2.39 the tabled value of F for (4,391) degrees of freedom at 0.05 level of significance. This implies that the variables School Organizational Climate and Home Environment have no significant interaction effect on Occupational Mental Health of primary school teachers even at 0.05 level of significance. This further suggests that the levels of School Organizational Climate is note acting with the levels of Home Environment to produce an effect on Occupational Mental Health.

**SUMMARY OF FINDINGS**

The important findings obtained from the study are presented below.

i) The independent variable School Organizational Climate has significant main effect on the dependent variable Occupational Mental Health of primary school teachers.

[F = 4.47, P < 0.05, (2, 391) degrees of freedom]

ii) The independent variable Home Environment has significant main effect on the dependent variable Occupational Mental Health of primary school teachers.

[F=50.41, P<0.01 for (2, 391) degrees of freedom]

1. The interaction effect of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers is not significant.
   1. [F = 1. 94, P > 0.05 for (4, 391) degrees of freedom]

iv) The mean difference in Occupational Mental Health of primary school teachers having High School Organizational Climate and Average School Organizational Climate is significant [t = 3.56, P<0.01].

v) The mean difference in Occupational Mental Health of primary school teachers having Average School Organizational Climate and Low School Organizational Climate is significant [t = 2.59, P<0.01].

vi) The mean difference in Occupational Mental Health of primary school teachers having High School Organizational Climate and Low School Organizational Climate is significant [t = 5.64, P <0.01].

vii) The mean difference in Occupational Mental Health of primary school teachers having Favourable Home Environment and Intermediate Home Environment is significant [t = 7.32, P<0.01].

vii) The mean difference in Occupational Mental Health of primary school teachers having Intermediate Home Environment and Modest Home Environment is significant [t = 4.61, P<0.01].

viii) The mean difference in Occupational Mental Health of primary school teachers having Favourable Home Environment and Modest Home Environment is significant [t = 11.51, P<0.01].

**TENABILITY OF HYPOTHESES**

Based on the findings, the tenability of the hypotheses for the study were reviewed.

The first hypothesis states, that the main effect of the variables School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers are significant. The result of the study in this regard shows that the two independent variables School Organizational Climate and Home Environment have significant main effects on dependent variable Occupational Mental Health of primary school teachers. So the first hypothesis is fully substantiated.

The second hypothesis states, that the interaction effect of the variables School Organizational Climate and Home Environment on the Occupational Mental Health of Primary school teachers is significant. The result of the study indicates that the interaction effect of School Organizational Climate and Home Environment on Occupational Mental Health is not significant even at 0.05 level. So the second hypothesis is not substantiated.

SUMMARY, CONCLUSION AND SUGGESTIONS FOR FURTHER STUDY

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research area.

# Study in retrospect

The present investigation was entitled “INTERACTION EFFECT OF SCHOOL ORGANIZATIONAL CLIMATE AND HOME ENVIRONMENT ON OCCUPATIONAL MENTAL HEALTH OF PRIMARY SCHOOL TEACHERS”

# Variables

The dependent variable in the study is occupational mental health of primary school teachers. The independent variables are school organizational climate and home environment of primary school teachers.

# Objectives

The objectives set forth for the study were,

1. To test whether the variables school organizational climate and home environment have significant main effects on occupational mental health of primary school teachers.
2. To test whether the variables school organizational climate and home environment have significant interaction effect on occupational mental health of primary school teachers.

# Hypotheses

The hypotheses set forth for the study were

1. The main effects of the variables school organizational climate and home environment on occupational mental health of primary school teachers are significant.
2. The interaction effect of the variables school organizational climate and home environment on occupational mental health of primary school teachers is significant.

# Sample

The study was conducted on a sample of 400 primary school teachers belonging to eight districts of Kerala, viz., Thiruvananthapuram, Kollam, Thrissur, Palakkad, Malappuram, Kozhikode, Kannur and Kasargod, drawn under stratified sampling technique by giving due representation to different strata such as gender of the teachers, locale of the schools and type of school management.

# Tools

The following tools were used in the study:

1. Home environment scale (Mumthas and Raniya, 2006).
2. Scale of school organizational culture (Gafoor, 2002).
3. Occupational mental health scale (Vijayakumari and Jayasree, 2002).

# Statistical techniques employed

The following statistical techniques were used in the study for analyzing the data.

1. Preliminary analysis
2. Classificatory Technique
3. Two-tailed ‘t’ test for mean difference in the case of large independent samples.
4. Two-way ANOVA with 3x3 factorial design.

# Major findings of the study

The important findings obtained from the study are presented below:

1. The independent variable school organizational climate has significant main effect on the dependent variable occupational mental health of primary school teachers

[F = 4.47, P<0.05 for (2, 391) degrees of freedom]

1. The independent variable home environment has significant main effect on the dependent variable occupational mental health of primary school teachers.

[F = 50.41, P<0.01 for (2, 391) degrees of freedom]

1. The interaction effect of school organizational climate and home environment on occupational mental health of primary school teachers is not significant.

[F = 1.94, P<0.05 for (4, 391) degrees of freedom]

1. The mean difference in occupational mental health of primary school teachers having High school organizational climate and average school organizational climate is significant.

[t = 3.56, P<0.01]

1. The mean difference in occupational mental health of primary school teachers having average school organizational climate and low school organizational climate is significant.

[t = 2.59, P<0.01]

1. The mean difference in occupational mental health of primary school teachers having high school organizational climate and low school organizational climate is significant.

[t = 5.64, P<0.01]

1. The mean difference in occupational mental health of primary school teachers having favourable home environment and intermediate home environment is significant.

[t = 7.32, P<0.01]

1. The mean difference in occupational mental health of primary school teachers having intermediate home environment and modest home environment is significant.

[t = 4.61, P<0.01]

1. The mean difference in occupational mental health of primary school teachers having favourable home environment and modest home environment is significant.

[t = 11.51, P<0.01]

## CONCLUSION

The investigator conducted the present study to find out the main and interaction effects of the independent variables school organizational climate and home environment on the dependent variable occupational mental health of primary school teachers. The findings of the study revealed that the school organizational climate and home environment showed significant main effects on the occupational mental health of primary school teachers. This further suggests that the level of occupational mental health of primary school teachers are different for different levels of school organizational climate viz., high - , average - , and low -. This study also revealed that the level of occupational mental health of primary school teachers are different for different levels of home environment, viz., favourable - , intermediate - , and modest-.

The study also revealed that the interaction effect of school organizational climate and home environment on occupational mental health of primary school teachers is not significant. This further suggests that the levels of School Organizational Climate are not acting with the levels of Home Environment to produce an effect on Occupational Mental Health.

The investigator further conducted a follow up analysis to locate the group difference in school organizational climate and home environment on occupational mental health of primary school teachers. The result indicated that the mean differences in occupational mental health of primary school teacher among all the three groups of school organizational climate i.e. high – Vs average - , average – Vs low –, and high – Vs Low – are significant. Also the mean difference in occupational mental health of primary school teachers among all the three groups of home environment, viz., favourable – Vs intermediate –, intermediate – Vs modest –, and favourable – Vs modest – are significant.

**EDUCATIONAL IMPLICATIONS**

The present study was an attempt to find out the effects of School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers. The study revealed that there is significant effects for School Organizational Climate and Home Environment on Occupational Mental Health of primary school teachers. So it is clear that School Organizational Climate and Home Environment of primary school teachers should be improved to have a better Occupational Mental Health.

School Organizational Climate implies the total atmosphere of the school. It includes heads, teachers, students and administrators. School Organizational Climate comprises of seven components viz., Commitment, Formalisation of rules, Co-operative emphasis, Expectations, Emphasis on academics, Professional management and Goal consensus. Each of these components consists of various factors which determines the School Organizational Climate. So everyone who are directly or indirectly related with school has to perform their roles effectively.

To make a better School Organizational Climate the following measures can be taken:

* Teachers should be aware of their responsibility towards students and the society, and they should act accordingly.
* The policy of the school has to be formed through a combined effort of the H.M, teachers and parents.
* Co-operation among teachers needs to be maintained in the day-to-day affairs of the school as well as in their personal matters.
* Teachers have to realise that students are of immense potential and they should give them ample opportunities to express their creativity.
* Importance should be given to curricular and co-curricular activities.
* Different programmes should be implemented for improvement in academic achievement.
* The head of the school has to encourage the teachers in all their activities. He should never neglect the hard work they are doing for the school.
* The head has to ensure that the functioning of the school is not under the monopoly of one or a few members in the staff.
* The head has to be impartial in all his deeds.
* Each and every member in the school has to work together for the welfare of the school and the society.
* The government also has got some responsibilities in creating a better organizational climate in schools; like, providing a reasonable salary and incentives for teachers, providing facilities like infrastructure, furniture etc. controlling the invasion of local administrative bodies like panchayath in the affairs of the school etc. If the government performs such duties, it can encourage and motivate the teachers as well as the head. It is very important to note that without their whole-hearted co-operations it is quite impossible to have a good organizational climates in the school.

The present study also revealed that Home Environment has significant effect on Occupational Mental Health. It means that teachers having better Home Environment possess better Occupational Mental Health. So to improve the Occupational Mental Health of teachers, their Home Environment also needs to be improved. A home consists of an individual, his parents, spouse, brother's sisters, children and sometimes some other persons also. Each of these members has a vital role to play in improving the Home Environment. Another factor which determines the Home Environment is the economic status.

The co-operation and support of the family members are inevitable for any individual. So all members in the family should be aware of their roles and responsibilities and they have to act accordingly to produce a better environment in their home.

The following suggestions can be put into practice to have a better Home Environment in the case of teachers.

* Family members have to co-operate and support in both personal as well as the job-related matters of the teacher (individual).
* Unnecessary restrictions may affect one's personality. So never curtail the individual freedom.
* The teacher has to keep cordial representation with his family members.
* Problem like lack of co-operation among family members, lack of having a deserved position in the home, lack of proper representation neighbours etc. may affect the teacher adversely. So much problems of the teachers need to be solved to have a better Home Environment.
* In the case of Home Environment also, the government has a great deal to do. The government has to make salary revisions and provide financial aids for the teachers.

As a result the financial condition of the teachers become better, and will help the teachers to have better physical facilities in their homes, which is another factor that determines Home Environment.

**SUGGESTIONS FOR FURTHER STUDY**

1. Relationship between Emotional Maturity and Occupational Mental Health of teachers.

2. Interaction effect of Occupational Mental Health, Gender and Home Environment on Job commitment of heads of the institutions.

3. A study on the influence of Home Environment and Parental Stress of teachers in predicting their Job Involvement.

4. Interaction effect of School Organizational Climate and Home Environment on Occupational Mental Health of teachers in secondary and college levels.

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**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**HOME ENVIRONMENT SCALE 2006 (FINAL)**

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**Farook Training College Farook Training College**

**Instructions**

This is a scale to measure home environment of teachers. There are five possible responses for each statement, viz., 'Strongly Agree' (SA), 'Agree' (A), 'Undecided' (U), 'Disagree' (DA) and 'Strongly Disagree' (SD). After reading each statement carefully you have to put on '✓' in the appropriate '⭘', which you think is most suitable to you.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Strongly Agree (SA) | Agree (A) | Undecided (U) | Disagree (DA) | Strongly Disagree (SD) |
| 1. | My income is not sufficient for my family expenditure | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 2. | To fulfill the needs of my family I have to borrow money. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 3. | My family can repay the debts in time | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 4. | My family has to depend bank loan some times | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 5. | It is difficult to meet the family member’s medical treatment expenditure | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 6. | I have enough money for entertainment. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 7. | I have sufficient money to avail modern equipments that are minimizing the work load | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 8. | My financial condition does not allow me to buy a vehicle. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 9. | My responsibility in my home is beyond my capacity. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 10. | My family approves my decisions. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 11 | My opinions do not get enough consideration in the occasion of decisions | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 12. | My family does not like any engagements beyond my job | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 13 | My family members have deep connection with neighbours | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 14. | I have full support of my family members. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 15. | My spouce’s job disputes family atmosphere. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 16. | I have a family atmosphere where any problem can be discussed with my family members. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 17. | My family members co-operation helps to improve my performance in job. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 18. | My family members support my engagements in social works. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 19. | My family members do not like my job related works in home. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 20. | As I am in a joint family I cannot fulfill the dream of my own home. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 21. | It makes problems occasionally that I could not reach home when they are in need of my presence. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 22 | I cannot concentrate in my job due to my family’s safety problem. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 23 | I get a position from my family that I deserved. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 24 | My deep connection with relatives makes easy to perform my duties | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 25. | In my home there is an atmosphere of discussing current affairs | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 26 | My family members give sufficient consideration to my interests | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 27. | Family problems induce me to change into a nuclear family. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 28. | Quarrels are there in my family for silly matters. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 29. | I cannot concentrate in my job as I have to intervene in the problems of those who depend on me | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 30. | My home is in an environment that suits to keep the status of teaching profession. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 31. | My family members do not like my friends are invited to my home. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 32. | In my home there is an atmosphere of discussing educational matters | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 33 | My family encourages me to develop my skills | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 34. | Partnership of family members alleviates the house hold works. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 35. | In my home there is an atmosphere to complete freedom for personal affairs. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 36. | My family members do not favour with my progressive views | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 37. | My family members care to give deserved importance to the interests of community | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 38. | My family encourages me to keep connection with other community | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 39. | My family members intervene in my religious views | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 40. | My home stands as isolated | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 41 | It is very difficult the journey from home to school | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 42 | There are adequate facilities in my home that the family members in need of | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 43 | There are modern equipments in my home those minimize the burden of work | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 44 | There are all communication medias available in my home. | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 45 | There is scarcity of water in my home | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 46 | There is electricity facility in my home | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 47 | Periodicals are available for my family members in accordance with their age | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| 48. | My home environment is a pleasure giving | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

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**APPENDIX IV**

**LIST OF SCHOOLS**

|  |  |
| --- | --- |
| 1. | Chullimanoor L.P. School |
| 2. | Aruvikkara Government L.P. School |
| 3. | Vattappara L.P. School |
| 4. | Ramapuram U.P. School |
| 5. | Puthukad G.L.P. School |
| 6. | Chavara South G.U.P.S. |
| 7. | Arinallur St. George U.P. School |
| 8. | A.U.P. S. Guruvayur |
| 9. | G.U.P.S. Guruvayur |
| 10. | G.H.S. Chavakkad |
| 11. | St. Joseph's H.S. Avinissery |
| 12. | St. Mary's E.M.L.P.S. Palakkad |
| 13. | G.M.L.P.S. Palakkad |
| 14. | G.L.P.S. Kallikkad |
| 15. | G.L.P.S. Kalapathy |
| 16. | A.M.L.P.S. Amayur |
| 17. | G.L.P.S. Karakunnu |
| 18. | G.M.L.P.S. Anakottupuram |
| 19. | G.L.P.S. Malappuram |
| 20. | G.M.L.P.S. Erumpuzhi |
| 21 | G.M.L.P. S. Feroke |
| 22. | Nallur East A.U.P.S. |
| 23. | G.V.H.S. Feroke |
| 24. | Aichur East L.P.S. Kannur |
| 25. | A.U.P.S. Kanchirode |
| 26. | G.M.L.P.S Adur |
| 27. | G.U.P.S. Pallangode |

**hyàn-]-c-amb hnh-c-§Ä**

1. ]pcp-j³ / kv{Xo :

2. hbÊv :

3. hnhm-ln-X(³) :

4. Xmakw : IpSpw-\_-¯n-s\m¸w / ]pdsa

5. kz´w PnÃ :

6. hnZym-`ymk tbmKyX :

7. tPmen-bnÂ {]th-in¨ hÀjw :

8. {]hr¯n ]cn-Nbw :

9. Xm¦Ä ]Tn-¸n-¡p¶ hnjbw / :

hnj-b-§Ä

10. Xm¦Ä¡v Gähpw CjvS-s¸« hnjbw :

**hnZym-eb kw\_-Ô-amb hnh-c-§Ä**

1. hnZym-e-b-¯nsâ t]cv :

2. Øew : ]©m-b¯v/ap\n-kn-¸m-enän/tImÀ¸-td-j³

3. kvIqÄ : Kh¬saâv/ss{]häv

4. hnZym-e-b-¯nse Ip«n-IÄ : B¬Ip-«n-IÄ am{Xw/s]¬Ip-«n-IÄ

am{Xw/ c­pw

## PERSONAL INFORMATION

1. Sex :

2. Age :

3. Marital Status :

4. Residence : With Family/without family

5. Native District :

6. Educational Qualification :

7. Date of Joining the School :

8. Experience :

9. Subject(s) you teach :

10. Your favourite subject :

**Information regarding your school**

1. Name of the School :

2. Place : Panchayath/ Municipality/ Corporation

3. Type of Management : Govt / Private

4. Type of School : Boys only / Girls only / Mixed