

Vol 4 Issue 8 Feb 2015

ISSN No :2231-5063

---

International Multidisciplinary  
Research Journal

Golden Research  
Thoughts

Chief Editor  
Dr.Tukaram Narayan Shinde

---

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

## Welcome to GRT

**RNI MAHMUL/2011/38595**

**ISSN No.2231-5063**

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### *International Advisory Board*

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Anurag Misra DBS College, Kanpur	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, Iasi	.....More
Titus PopPhD, Partium Christian University, Oradea,Romania		

### *Editorial Board*

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India**  
**Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.org**



## MENTAL HEALTH BETWEEN ARTS AND SCIENCE TEACHERS AT SCHOOL LEVEL – A COMPARATIVE STUDY

R. Ravi<sup>1</sup> and Manju. S<sup>2</sup>

<sup>1</sup>Principal & Director , RVS College of Education , Sulur, Coimbatore ,Tamil Nadu.

<sup>2</sup>Assistant Professor in Education , RVS College of Education , Sulur, Coimbatore , Tamil Nadu.

**Abstract:-**The tremendous and accelerating advances of modern science and technology have led to unprecedented progress and unprecedented problems. Indeed, one of the major problems today is the constant adjustment individuals must keep making to rapidly changing conditions. For efficient functioning of the individual, he/ she should not only possess a sound bodily health but also a sound mental health. But, unfortunately, it is startling to note that mental illness incapacitates more people than all other health problems. So mental health is now recognized as an important aspect of an individual's total development and mental hygiene is accepted as an integral part of the school programme. Teachers cannot be expected to improve the mental health of their students unless their own mental health is sound. As Teacher's mental health plays an important role in the teaching learning process, a mentally healthy and well-adjusted teacher plays a vital role in promoting the mental health of school children. In this regard the investigators wanted to study the Mental Health of School Teachers' and more specifically wanted to compare the Mental Health between Arts and Science Teachers. The sample of this research consists of 200 school teachers. Mental Health questionnaire was used to collect data in the present study. Thus the collected data were analyzed using descriptive statistics and Test of significance and it is concluded that there is no difference in the Mental Health of selected Arts and Science School Teachers.

**Keywords:** Mental Health, School Teachers, School Environment, Arts and Science Teachers.

### 1.INTRODUCTION

Teachers have been called the makers of the nation. If the teachers do not enjoy good mental health, it is inevitable that they will do injustice towards their students and their mental disorder will have an adverse influence upon the younger generation. The teacher is an employee of an institution where the future of the nation is being shaped. According to the first Prime Minister of India Jawaharlal Nehru "The future of the nation is being shaped in her classroom". Teachers play an important role in nation building. Their wisdom, knowledge and management of the class will depend upon the level of mental health. If a teacher runs, the students will walk, and if the teacher sits, students will sleep. Good mental health helps the teachers to motivate and inspire their students. Their teaching methods should inspire the future generation of the country. It is apparent that mental health is a goal for living, in fact, a progressive goal. It is a challenge to continued personal and social development leading to self actualization of the individual for personal happiness, social welfare and progress. The area of mental health problems and factors contributing to mental health, therefore acquires a great significance in the life of individuals.

Numerous definitions have been postulated for mental health. Some experts say that it can be described but not defined. Others indicate that mental health has different meanings to different people but does not connect certain common ideas (Thackeray, 1979). However people are rather closely agreed upon many of the basic aspects of the meaning of mental health. It is only the wording of the definitions that differ. Mental health as the opposite of mental disease is perhaps the most widespread and apparently simplest attempt at definition (Johada Marie, 1958).

R. Ravi<sup>1</sup> and Manju. S<sup>2</sup> , "MENTAL HEALTH BETWEEN ARTS AND SCIENCE TEACHERS AT SCHOOL LEVEL – A COMPARATIVE STUDY", Golden Research Thoughts | Volume 4 | Issue 8 | Feb 2015 | Online & Print

At this moment, however the apparent difficulty is clearly circumscribing the notion of mental disease which makes it unlikely that the concept of mental health can be usefully defined by identifying it with the absence of disease. It would be more fruitful to tackle the concept of mental health in its more positive connotation. Many persons think of psychological health as manifested in a state of well being. The world health organization defines health as “The presence of physical and emotional well being”. In this phrase written for international audience, the term “Emotional well being” is but another label for mental health.

#### NEED AND SIGNIFICANCE OF THE STUDY

Human beings are inherently social animals and benefit from being in relationships. While this is true, it takes time and effort to build and maintain relationships. Relationships that seem to support mental health tend to include mutually satisfying interactions, healthy and non-violent communication and behavior, and a basic level of trust in another person.

The effectiveness of the educational system largely depends upon the active resourceful and confident teachers. An effective teacher not only imparts the entire educational curricula allotted to them in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. In the present scenario where there is a fierce competition in every sphere of life, effectiveness of the teachers become imperative to empower the students for facing the emerging challenges of global world. Effective teaching is a par excellence attribute of quality education. There are many factors which influence the effectiveness of the teacher one way or other like intelligence, attitude towards teaching, experience, academic qualification, personality, mental health etc.

The tremendous and accelerating advances of modern science and technology have led to unprecedented progress and unprecedented problems. The world is changing with incredible rapidity and established customs, traditions and values changing with it. Indeed, one of the major problems today is the constant adjustment. Individuals must keep making to rapidly changing conditions. For efficient functioning of the individual, he / she should not only possess a sound bodily health but also a sound mental health. But, unfortunately, it is startling to note that mental illness incapacitates more people than all other health problems. So mental health is now recognized as an important aspect of an individual’s total development and mental hygiene is accepted as an integral part of the school programme. Teachers cannot be expected to improve the mental health of their students unless their own mental health is sound. As Teacher’s mental health plays an important role in the teaching learning process, a mentally healthy and well-adjusted teacher plays a vital role in promoting the mental health of school children. In this regard the investigators wanted to study the Mental Health of School Teachers’ and more specifically wanted to compare the Mental Health between Arts and Science Teachers.

#### LITERATURE SUPPORTING THE STUDY

The literature is rich in studies which supported this research. Satwindarpal Kaur(2008) aimed at finding the relationship between occupational stress and teacher. The result revealed that the less effective teachers are under a higher level of occupational stresses than the highly effective teachers while the female secondary school teachers are significantly under more occupational stress than their male counter parts. Md.Saheel Khan, Bina Srivastava (2008) studied the impact of mental health on the level of burnout of the teachers teaching at different education levels. It was found that teachers with low mental health are more prone to burnout than the teachers of average and high mental health. Sujeet Kumar (2003) studied the Psycho – social study of mental health of teacher’s administrators and employees. The result males have been found better than females in emotional maturity and physical health. The female teachers have been found better in self-evaluation, clarity of principles of the life and freedom from anxiety. As a whole no significant difference has been reported in the physical health of male and female teachers. Ray.S (1992) concluded that the mental health of teachers was positively correlated with job satisfaction and attitude towards pupils. Mohammed Ali, Mohammad Yfar, et. al., (2009) did a study with an aim to determine the effect of emotional intelligence and occupational stress on mental and physical health. The result showed that emotional intelligence and job Burnout affected 43.9 percent of mental health, and 13.5 percent of variance of physical health. Aghukna (2008) studied secondary school teacher’s attitudes to mental illness in Ogun state; Nigeria. Mental health educational programmers geared towards a change in teachers preconceptions about mental illness and with opportunities for positive interactions with mentally ill persons might be effective in changing their negative attitude towards former mentally ill persons. Pelsma and Richard (1988) found job satisfaction and teacher stress to be strongly correlated. They also noted that the amount of stress and degree of job satisfaction experience by teachers directly influence the quality of teachers’ work life. Murphy (1986) found female teachers experience more stress than males in the area of time management and even reported high scores of physical symptoms of stress in teacher relations.

**RESEARCH DESIGN**

As the objective of the study is to compare the Mental Health between arts and science school teachers, a survey method was adopted. The data were collected from 200 school teachers using Mental Health Questionnaire developed and standardized by Reena Juliet (2012). It consists of 35 items spread across five component (factors) of Mental Health. They are Emotional stability, Interpersonal relationship, Professional Competency, Self Awareness and Democratic attitude. The questionnaire had 12 Negative questions and 23 Positive questions. For the purpose of scoring a three point scale - Always, Sometimes and Never was used with scores 3, 2, 1 respectively, a reversal order has been followed for negative questions.

**ANALYSIS AND INTERPRETATION**

**Table – 1: Quartile values for Mental Health with its Dimensions of selected school teachers (Arts).**

Factors in Mental Health	Quartile Values		
	Q1	Q2	Q3
Emotional Stability	15	16	17
Interpersonal	17	18	17
Professional Competency	17	19	20
Self Awareness	18	19	20
Democratic Attitude	17	18	19
Mental Health (Total)	85	90	93

**Table – 2: Quartile values for Mental Health with its Dimensions of selected school teachers (Science).**

Factors in Mental Health	Quartile Values		
	Q1	Q2	Q3
Emotional Stability	15	16	19
Interpersonal	17	18	19
Professional Competency	17	18	19
Self Awareness	17	19	20
Democratic Attitude	16	18	19
Mental Health (Total)	84	90	94

Table 1 and 2 show Quartile values for Mental Health with its Dimensions of selected school at School level. From the above tables, the low, high and moderate groups were categorized in Mental Health. The value of Q1 and below was considered as low level, the value Q3 and above was considered as high level and the value in between Q1 and Q3 was considered as moderate level in Mental Health of the respective students.

**Table – 3: Frequency and Percentage of Low, Moderate and High level in Mental Health with its Dimensions of selected Arts teachers at school level.**

Factors in Mental Health	Level of Mental Health	Frequency	Percentage
Emotional Stability	Low	25	49
	Moderate	18	67
	High	13	80
Interpersonal	Low	15	34
	Moderate	19	53
	High	35	88
Professional Competency	Low	17	33
	Moderate	23	70
	High	23	93
Self Awareness	Low	21	40
	Moderate	23	63
	High	28	91
Democratic Attitude	Low	16	38
	Moderate	21	59
	High	17	76
Mental Health (Total)	Low	03	27
	Moderate	11	59
	High	10	81

The table 3 shows the Frequency and Percentage of Low, Moderate and high levels in Mental Health with its Dimensions of selected Arts teachers. According to the table, all the factors of Mental Health show meager differences at all the levels. Further, there is a considerable difference between the groups in Mental Health of selected Arts teachers at school level.

**Table – 4: Frequency and Percentage of Low, Moderate and High level in Mental Health with its Dimensions of selected Science teachers at school level.**

Factors in Mental Health	Level of Mental Health	Frequency	Percentage
Emotional Stability	Low	16	35
	Moderate	17	53
	High	22	95
Interpersonal	Low	17	30
	Moderate	27	58
	High	23	81
Professional Competency	Low	15	32
	Moderate	19	52
	High	24	76
Self Awareness	Low	13	26
	Moderate	17	56
	High	26	82
Democratic Attitude	Low	20	31
	Moderate	18	63
	High	17	81
Mental Health (Total)	Low	4	26
	Moderate	2	52
	High	8	78

The table 4 shows the Frequency and Percentage of Low, Moderate and high levels in Mental Health with its Dimensions of selected Science teachers. According to the table, the high group is high as compared with low and moderate. Further, there is a considerable difference between low and moderate groups in Mental Health of selected Science teachers at school level.

**Table – 5: Comparison of Mental Health between Arts and Science teachers.**

Factors in Mental Health	Level of Mental Health	Arts Teacher		Science Teacher		Difference	
		N	%	N	%	N	%
Emotional Stability	Low	25	49	16	35	9	14
	Moderate	18	67	17	53	1	14
	High	13	80	22	95	9	15
Interpersonal	Low	15	34	17	30	2	4
	Moderate	19	53	27	58	8	5
	High	35	88	23	81	12	7
Professional Competency	Low	17	33	15	32	2	1
	Moderate	23	70	19	52	4	18
	High	23	93	24	76	1	17
Self Awareness	Low	21	40	13	26	8	14
	Moderate	23	63	17	56	6	7
	High	28	91	26	82	2	9
Democratic Attitude	Low	16	38	20	31	4	7
	Moderate	21	59	18	63	3	4
	High	17	76	17	81	....	5
Mental Health (Total)	Low	03	27	4	26	1	1
	Moderate	11	59	2	52	9	7
	High	10	81	8	78	2	3

Table 5 shows the Comparison of Number and Percentage of Low, Moderate and High level and the difference in the level of Mental Health between Arts and Science school teachers. The comparison of Mental Health revealed that in the Emotional Stability factor at Low level the difference in the level Mental Health between Arts and Science Teachers' is 9 score (14%). In Moderate level there was 1 score difference (14%) in the level of Mental Health. In the High level there was 9 score difference (15%) in the level of Mental Health between selected Arts and Science Teachers'. In the factor Interpersonal Relationship among Low level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 2 score (4%). In Moderate level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 8 score (5%). In the High level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 12 score (7%). In the factor Professional Competency among Low level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 2 score (15%). In Moderate level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 4 score (18%). In the High level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 1 score (17%). In the Self Awareness factor among Low level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 8 score (14%). In Moderate level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 6 score (7%). In the High level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 2 score (9%). In the Democratic Attitude factor among Low level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 4 score (7%). In Moderate level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 3 score (4%). In the High level there was no difference in the level of Mental Health between Arts and Science Teachers'. Further in Mental Health Total among Low level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 1 score (1%). In Moderate level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 9 score (7%). In the High level there was difference in the level of Mental Health between Arts and Science Teachers' with a difference of 2 score (3%).

**Table – 6: Mean Score difference in Mental Health between Arts and Science teachers at school level.**

Factors in Mental Health	Subject	N	Mean	Mean Difference	SD	df	t-Value	P-value
Emotional Stability	Arts	100	15.76	0.6921	2.093	198	2.162	0.032
	Science	100	16.45		2.425			
Interpersonal	Arts	100	17.98	0.181	1.536	198	0.818	0.415
	Science	100	18.16		1.601			
Professional Competency	Arts	100	17.98	0.181	1.536	198	0.818	0.415
	Science	100	18.16		1.601			
Self Awareness	Arts	100	18.76	0.0048	1.563	198	0.020	0.984
	Science	100	18.75		1.863			
Democratic Attitude	Arts	100	17.92	0.2844	1.831	198	1.085	0.279
	Science	100	17.63		1.876			
Mental Health (Total)	Arts	100	1.205	24.651	421.64	198	0.386	0.700
	Science	100	1.180		480.01			

Table- 6 shows Mean score difference in Mental Health between selected Arts and Science high school and higher secondary school teachers. According to the table, there is mean differences in Mental Health between selected Arts and Science high school and higher secondary school teachers. The calculated t-value is similar for Interpersonal Relationship factor and Professional Competency factor. But, for all the factors including the Total the calculated t-value is not significant for any of the factors at 0.01 level of significance. Hence, it can be concluded that there is no difference in Mental Health between selected Arts and Science teachers at school level.

#### FINDINGS OF THE PRESENT STUDY

Based on the results and findings of the present study, it is concluded that there is no difference in the Mental Health between selected Arts and Science Teachers at school level. The Mental Health does not differ based on Optional Subjects (Arts and Science) of the Teachers'. The findings of the study reveals that there is no significant mean score difference in mental health between selected arts and science teachers at school level.

#### CONCLUSION

Teachers cannot be expected to improve the mental health of their students unless their own mental health is sound. The inadequate, salaries low social status, poor service conditions, lack of professional aptitude and spirit, unnecessary interference of higher authorities, work load, insecurity of service, inadequate teaching facilities etc. may create tension, conflicts and frustrations in the minds of the teachers and lead to impairment of their mental health.

Teacher's mental health plays an important role in the teaching learning process. A mentally healthy and well-adjusted teacher plays a vital role in promoting the mental health of school children. If the teachers' mental health is improper he/she can misguide, breed discontentment and dissatisfaction amongst his/her pupils and do incalculable harm to the nation and to the students. Hence, to reduce mental tension and mental ill health among teachers they can be given Increased salary, Security of employment, Congenial school environment, Training and refresher courses, Encouraged to participate in social activities, Opportunity to express their views, Reduced mental work-load, Other facilities like medical care, housing, pension, children's education etc., and for a teacher to be mentally healthy, equip each school with all the necessary facilities. Besides the teachers themselves must also analyze their own problems and limitations and try to overcome them.



## REFERENCES

1. Aggarwal. J.C (2004) Psychology learning and development, Shipra publications ,278–287.
2. Aggarwal.J.C (1994) Essentials of educational Psychology, Vikas Publishing house private Ltd, 438–448.
3. Aghukwa.N.C (2008) Secondary school teacher's attitude to mental illness in Ogun state, African Journal of Psychiatry. 2009 Feb 2(1):59-63.
4. Aruna Mohan.G (2004) Psychological Foundations of Education, Neelkamal Publishing Private Ltd. 275–283.
5. Bernard V.W, Kolb L.C (1970–1976) Principles in the evaluation of community mental health programs, 54
6. Chauhan.S.S (1996) Advanced Educational Psychology, Vikas Publishing house private Ltd. 439–448.
7. Dhandapani.S (2004) Advanced Educational Psychology, Anmole Publishing Private Ltd. 510–583.
8. Elizabeth M Altamaire (1994) Concept of Stress Randall, Vol. 13, No. 2. 57-73.
9. Garima Gupta and Sushil Kumar (2010) Relationship of mental health with emotional intelligence. January 2010, Vol.36, No.1, 61-67.
10. George (1964) Methodology of research is the process of arriving at dependable solution to the problems Vol. 13, No. 2. Jun. 57-73.
11. Jahoda, Marie , (1958) Current concepts of positive mental health. Joint commission on mental health and illness monograph series. Vol 1, (pp. 10-21). New York, NY, US: Basic Books, xxi, 136 pp.
12. Kuppaswamy.B (1984) Advanced educational psychology, Sterling, 380–412.
13. Maslow, A.H (1954) Motivation and personality, New York: Harper revised Edition 1970.
14. Md. Saheel Khan, Bina Srivastava (2008) Teacher – Burnout in relation to mental health, Edu tracks Vol-7 N.Vol.7-No.9, May 2008.
15. MHSIP Ad HOC Advisory Group(1994)WHO Mental Health Statistics Improvement Program -Current Status and Directions for the Future, 1994. Mental Health Statistics Improvement Program, May 1994.
16. Milton G. Thackeray, O. William Farley (1979) Rex Austin Skidmore, Introduction to Mental Health, Field and Practice, Prentice-Hall.
17. Mohammed Ali Mohammad Yfar et. al. (2009) The affect of EI on Job burnout on mental and physical health. Journal of the Indian Academy Psychology, 35(2) 291-296.
18. Murphy, M.L. (1986) The relationship of selected variables to stress and job satisfaction of elementary school principals. Dissertation Abstract International. Volume 43. No.03. NIOSH. Namita Sharma and Radha Duo (2010) Gender & Economic status matter in Mental health of Adolescents, i-Manager's Journal on Educational Psychology vol-3. No-3, November 2010–January 2011.
19. Naseema (1994)The Incredible Story. Mental Health Translated from Marathi by Aasha Deodhar. Viveka Foundation, New Delhi. 2005. pp. 244.
20. Pelsma, D. M., & Richard, G. V. (1988) The quality of teacher work life survey: A preliminary report on a measure of teacher stress and job satisfaction and implications for school counselors. Paper presented at the annual convention of the American Association for Counseling and Development.
21. Ray, S. (1992) A Comparative Study of Teachers Attitude towards Pupils and Their Job Satisfaction. Unpublished Doctoral Dissertation of Ph. D. Education, Utkal University.
22. Satwindarpal Kaur(2008)The relationship between occupational stress and teacher effectiveness, Edu Tracks, June 2008, 27-29.
23. Sivarajan.K (2005) Psychological foundation of Education; Calicut University Publication. 284-288.
24. Smithers and Robinson (2003) Factors Affecting Teachers' Decisions to Leave the Profession Mental Health, Department for Education and Skills. The University of Liverpool 2003 ISBN 1 84478 007, June 2003.
25. Srivastava(1999) Journal of the Indian Academy of Applied Psychology, July 2008, Vol. 34, No.2, 267-277.
26. Sujeet Kumar(2003)A Psychosocial study of mental health of teacher administrators and employees. Edu traks Vol-8, No 9.
27. Suresh Bharnagar, Anamika Saxena(2005)Advanced Educational Psychology; Vinay Rakheja, Hall Book Depot. 494–513.
28. Thackeray, M.G., Skidmore, R.A. & Farley, O.W. (1979) Introduction to Mental Health: Field & Practice. New York: Prentice Hall.
29. Usha.P. and Rekha (2000) The emotional competence and Mental health as predictors of Academic achievement, Edu tracks June 2000, 29–31.
30. Terry, P. M. (1997) Teacher burnout: Is it real? Can we prevent it? Paper presented at the annual meeting of the North Central Association of Colleges and Schools, Chicago, IL. (ERIC Document Reproduction Service No. ED 408 258).
31. WHO and Scientific Group on Mental Health research (1964) "A summary Report of suggested priorities, WHO chronicle" Vol- 18, pp-330-383.

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

## Associated and Indexed, India

- \* International Scientific Journal Consortium
- \* OPEN J-GATE

## Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.aygrt.isrj.org