CHAPTER V

INFERENTIAL ANALYSIS OF DATA
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5.1 INTRODUCTION:

Descriptive analysis helps a researcher to describe the properties of a specific sample under the study while inferential analysis is useful in drawing generalizations regarding the populace from which the sample is collected. The generalizations can be drawn with the help of inferential analysis which involves using statistical techniques to test hypothesis.

The concept of inference is actually the process of generalizing characteristic to a broad category of cases on the basis of knowledge about only a few cases. It involves many statistical tests which help in concluding about the hypotheses set by the researcher.

According to Angela Laflen this section of the report is important because it demonstrates the meaning of one’s research. Without this section readers would not understand what the research proves, or they might not see how it differs from or improves on other research. In this section one would interpret one’s result and one’s research as a whole.

5.2 HYPOTHESIS:

It is an assumption, a hunch or a clever guess made by the researcher regarding the relationship variables or effects of one variable on another. Kaul defines a hypothesis as “a tentative or working proposition suggested as a solution to a problem and the theory as the final hypothesis which is defensively supported by all the evidence. The final hypothesis which fits all the evidence becomes the chief conclusion inferred from the study”. Thus it predicts and explains the relationship between variables.

A hypothesis is an uncertain generalization whose validity remains to be tested. This implies that a hypothesis is a guess or supposition, tentative and testable, can be accepted or rejected depending on whether the data collected support it or not.

While formulating a hypothesis, it should be noted that-

- It is a motivated, directed, informed and educated guess.
- It is designed to lead to answer to a particular problem.
- It must have observable consequences.
- It is never proved but either accepted or rejected.

**CHARACTERISTICS OF HYPOTHESES:**

- Hypotheses should be started clearly in correct terminology.
- It should be testable.
- It should be brief or limited in scope.
- It should affirm an unexpected correlation between two or more variables.
- It should be consistent with known facts.
- It should be specific and not general.
- It is necessary to specify the conditions under which the hypothesis is given.
- Sermonized / moral statements cannot be called hypothesis.
- It should not contain emotive words.
- There should be logical reasoning which justifies the hypothesis.

**PURPOSES THAT HYPOTHESES SERVES:**

- Hypotheses give direction to the study.
- It gives clear and specific goals to the study.
- It serves as the framework for drawing conclusion.
- It helps in focusing the research problem.
- It gives statements of relationships that are empirically testable.
- It provides evidence that the researcher has sufficient knowledge under study.
- It makes the researcher aware about relevant facets of the situation of the problem.
- It gives statements of relationships that are empirically testable.
- It provides evidence that the researcher has sufficient knowledge under study.
- It makes the researcher aware about relevant facets of the situation of the problem.
- It sensitizes the researcher to facts and conditions that might otherwise be overlooked.

**Hypotheses are of two types:**
a. Directional hypothesis.

b. Non-directional hypothesis.

A. Directional Hypotheses:

This is also known as the research hypotheses or scientific hypotheses or substantive hypotheses. It is a causal confirmatory statement that predicts the outcome of research and uncertain clarification of the correlation of two or more variables.

B. Non Directional Hypotheses:

This is also known as null hypotheses. It relates to statistical techniques that interpret conclusions about the features of populace which are concluded from variable relationships seen in examples. The null hypotheses states that experimental correlations or differences results from chance fluctuations inbuilt in the process of sampling. If the null hypothesis is rejected by the investigator, then the research hypothesis is accepted and concludes that relationship between variables is genuine and not arising due to chance fluctuations.

In the present study, directional or alternative hypothesis have been formulated. The study deals with impact of teacher behavior, social status and economic status on mental health of B.Ed. students.

Hypotheses can be tested statistically in order to accept or reject it. Hypotheses are framed to study the existing conditions. Thus, every hypothesis is tested individually in order to decide that it should be accepted or rejected.

5.3 TECHNIQUES FOR TESTING OF HYPOTHESIS:

For testing the hypothesis, parametric and non-parametric techniques can be used. Parametric techniques can be applied for the purpose of testing of hypothesis, if the following conditions are fulfilled:

1. The data followed a normal distribution.

2. The sample selected was greater than 30.

3. The sample selected was random.
4. The sample had equal or nearly equal variance.

For the purpose of testing of the hypothesis of the present study, parametric techniques have been used as all the conditions mentioned in the preceding paragraph have been fulfilled.

In this research, the researcher has attempted to study the impact of teacher behavior, social status and economic status on mental health of B.Ed. trainees. Gender wise and Medium wise effect of each variable i.e. teacher behavior, social status and economic status on mental health of B.Ed. trainees was studied individually.

The parametric techniques or the statistical techniques which have been used are:

1. Coefficient of Correlation (Pearson’s r).
2. t- test.
3. ANOVA.

1. Coefficient of Correlation (Pearson’s r):

The study deals with the relationship of mental health of B.Ed. trainees with teacher behavior, social status and economic status. For this purpose, Coefficient of Correlation between mental health of B.Ed. trainees and each variable i.e. teacher behavior, social status and economic status has been computed.

The formula to calculate the Coefficient of Correlation is as follows:

\[
r_{1/2} = \frac{N \sum XY - \sum X \cdot \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}
\]

Where

\( \sum X \) = the sum of scores on variable \( X \).

\( \sum Y \) = the sum of scores on variable \( Y \).

\( N \) = sample size.

\( \sum XY \) = sum of the product of scores on variable \( X \) and variable \( Y \).
\[ \sum X^2 = \text{sum of squares of scores on variable } X. \]
\[ \sum Y^2 = \text{sum of squares of scores on variable } Y. \]

**Interpretation of ‘r’:**

The value of ‘r’ indicates the association bond between two variables. The significance of ‘r’ can be found out from the table. If the calculated value ‘r’ is higher than the tabulated value then the ‘r’ is significant and the hypothesis is accepted otherwise it is rejected.

The level of significance taken into consideration is 0.05. The strength between the variables can be decided on the basis of the following criteria:

<table>
<thead>
<tr>
<th>Coefficient(r)</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 to 0.20</td>
<td>Negligible</td>
</tr>
<tr>
<td>0.20 to 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.40 to 0.60</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.60 to 0.80</td>
<td>Substantial</td>
</tr>
<tr>
<td>0.80 to 1.00</td>
<td>High to very high</td>
</tr>
</tbody>
</table>

Also if the calculated value of ‘r’ is positive, the relationship is direct in nature, and if ‘r’ is negative then the relationship is inverse in nature. (5: 64)

2. **t – Test:**

T-Test is used when the means of two sets of scores are to be compared. The critical ratio test is used for two sample differences of means. It is based on t-distribution and some assumptions like sample must be randomly selected and have homogeneous variance. It is very useful when population variance is not random and when the sample size is less. T- Test is used to determine the importance of the difference between the means of first sample and second sample. For the present study t- test is used to find the difference in means between male and female B.Ed. trainees.

The following formula is used for calculating the t- value:
\[
t = \frac{X_1 - X_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}
\]

Where  
\( X_1 = \) Mean of first sample  
\( \sigma = \) Variance of first sample.  
\( N_1 = \) Size of first sample.  
\( X_2 = \) mean of second sample.  
\( \sigma = \) Variance of second sample.  
\( N_2 = \) size of second sample.

**Interpretation of t- test:**

The obtained t value is tested for N-2 degrees of freedom against the table value for the same degrees of freedom. Degree of freedom is the number of observations made minus the number of ways in which those observations are restricted by the mathematical requirements. If the value of the numerator in the above ratio is not significantly greater than the denominator than a sampling error is indicated.

The numerical value of t, thus obtained is compared with t value in the table with the degree of freedom. If the obtained t- value is higher than the tabulated value of t at 0.05 level then difference between the means is said to be significant at 0.05 level. In such case the hypothesis is accepted. If the t value is less than the tabulated value of t at 0.05 level then the difference between the means is said to be insignificant at 0.05 level. In such a case the hypothesis is rejected.

**ANOVA:**

Analysis of Variance or ANOVA is a statistical method opted for comparison of means of two or more samples. It checks the null hypothesis that samples from two or more sets are pinched from the populace having similar mean scores.

\( F \) is given by the formula:
\[ F = \frac{\text{Between group variance}}{\text{Within group variance}} \]

**Interpretation of ANOVA:**

If the obtained value of F is greater than the tabulated value of F at 0.05 level of significance, in such case the alternative hypothesis is accepted. If the obtained value of F is less than the tabulated value of F at 0.05 level of significance, in such case the alternative hypothesis is rejected.

**5.4 TESTING THE HYPOTHESES OF THE STUDY:**

**Testing Hypothesis 1**

The alternative hypothesis states that there is significant relationship between the mental health of B.Ed. trainee boys and girls with teacher behavior.

**TABLE NO: 5.1**

**RELEVANT STATISTICS FOR THE CALCULATION OF ‘R’ BETWEEN MENTAL HEALTH AND TEACHER BEHAVIOR OF B.ED. TRAINEE BOYS AND GIRLS.**
Interpretation:
The obtained value of ‘r’ is greater than the tabulated value at 0.05 level of significance and hence the alternative hypothesis is accepted.

Conclusion:
The ‘r’ value between the mental health and teacher behavior is 0.710 which is significant at 0.05 level of significance. There is positive, high and significant relationship between mental health of B.Ed. trainee boys and girls and teacher behavior.

Discussion:
The ‘r’ between the mental health and teacher behavior is found to be positive, significant and high in magnitude. This implies that higher the positivity of teacher behavior, more sound and stable will be the mental health of B.Ed. trainees.
The possible reason for high, positive relationship between mental health and teacher behavior could be teacher’s attitude, clarity, enthusiasm, interaction, pacing and rapport might be the essential factors for sustaining the stable mental health of students. If teachers’ behavior is not harmonious towards the trainees then they might face mental disturbances

As there is significant relationship between mental health of B.Ed. students and teacher behavior, ‘t’ value will determine gender wise difference.

Null hypothesis:
There is no significant difference between effect of teacher behavior on mental health of B.Ed. trainee boys and girls.

**TABLE NO: 5.2**

<table>
<thead>
<tr>
<th>Sample size</th>
<th>df</th>
<th>Table value of ‘r’ (0.05 level)</th>
<th>Calculated ‘r’ value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>590</td>
<td>588</td>
<td>0.0885</td>
<td>0.710</td>
<td>Significant at 0.05 level</td>
</tr>
</tbody>
</table>
As obtained 't' value is greater than table value of ‘t’, null hypothesis is rejected.

Conclusion:
There is significant difference between effect of teacher behavior on mental health of B.Ed. trainee boys and on mental health of B.Ed. trainee girls.

Discussion:
It is found that effect of teacher behavior on mental health of B.Ed. trainee girls is more than that of boys. The possible reason for this could be high sensitivity of girls than boys; they might imitate their teachers and also take their teacher’s talk, action, behavior more seriously than that of boys.

Testing Hypothesis 2

The alternative hypothesis states that there is significant relationship between the mental health of B.Ed. trainee boys and girls with social status.

TABLE NO: 5.3

RELEVANT STATISTICS FOR THE CALCULATION OF ‘R’ BETWEEN MENTAL HEALTH AND SOCIAL STATUS OF B.ED. TRAINEE BOYS AND GIRLS.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Table value of ‘t’</th>
<th>Calculated ‘r’ value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>448</td>
<td>106.15</td>
<td>12.52</td>
<td>1.96</td>
<td>2.33</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>boys</td>
<td>142</td>
<td>103.68</td>
<td>10.04</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The obtained value of ‘r’ is greater than the tabulated value at 0.05 level of significance and hence the alternative hypothesis is accepted.

**Conclusion:**

The ‘r’ value between the mental health and social status is 0.340 which is significant at 0.05 level of significance. There is positive, low and significant relationship between mental health of B.Ed. trainee boys and girls and social status.

**Discussion:**

The ‘r’ between the mental health and social status is found to be positive, significant and low in magnitude. This implies that higher the positivity of social status, more sound and stable will be the mental health of B.Ed. trainees.

The possible reason for low, positive relationship between mental health and social status could be since man is a social animal, he cannot live in isolation, his social acceptance and social bonding might play an important role in enhancing the sound mental health of students. Also important possibility might be that building a high social status is comparatively easier than to maintain the acquired social status which is otherwise complex.

As there is significant relationship between mental health of B.Ed. students and social status, ‘t’ value will determine gender wise difference.

**Null hypothesis:**

There is no significant difference between effect of social status on mental health of B.Ed. trainee boys and girls.

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**TABLE NO: 5.4**
RELEVANT STATISTICS FOR THE CALCULATION OF ‘T’ TO DETERMINE GENDER WISE DIFFERENCE WITH SOCIAL STATUS (SS).

As obtained 't' value is greater than table value of 't', null hypothesis is rejected.

Conclusion:

There is significant difference between effect of social status on mental health of B.Ed. trainee boys and on mental health of B.Ed. trainee girls.

Discussion:

It is found that effect of social status on mental health of B.Ed. trainee boys is more than that of girls. The possible reason for this could be because boys might be more conscious about their social status as they might be expected to shoulder more responsibilities as compared to girls, in our male dominated society. If they fail to fulfill all these expectations it might affect their mental health.

Testing Hypothesis 3

The alternative hypothesis states that there is significant relationship between the mental health of B.Ed. trainee boys and girls with economic status.

TABLE NO: 5.5

RELEVANT STATISTICS FOR THE CALCULATION OF ‘R’ BETWEEN MENTAL HEALTH AND ECONOMIC STATUS OF B.ED. TRAINEE BOYS AND GIRLS.
### Interpretation:

The obtained value of 'r' is greater than the tabulated value at 0.05 level of significance and hence the alternative hypothesis is accepted.

### Conclusion:

The ‘r’ value between the mental health and economic status is 0.471 which is significant at 0.05 level of significance. There is positive, moderate and significant relationship between mental health of B.Ed. trainee boys and girls and economic status.

### Discussion:

The ‘r’ between the mental health and economic status is found to be positive, significant and moderate in magnitude. This implies that higher the positivity of economic status, more sound and stable will be the mental health of B.Ed. trainees.

The possible reason for moderate, positive relationship between mental health and economic status could be since satisfaction of wants and needs might be due to stable and good financial condition. And stable economic condition might play an important role in maintaining the sound mental health of students. Also this might be the perceptions of some trainees that good economic condition brings along with it, the name and the fame which is desired by many aspiring youngsters.

As there is significant relationship between mental health of B.Ed. students and economic status, 't' value will determine gender wise difference.

### Null hypothesis:

There is no significant difference between effect of economic status on mental health of B.Ed. trainee boys and girls.
TABLE NO: 5.6

RELEVANT STATISTICS FOR THE CALCULATION OF ‘T’ TO DETERMINE GENDER WISE DIFFERENCE WITH ECONOMIC STATUS (ES).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Table value of ‘t’</th>
<th>Calculate d value of ‘t’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>Girls</td>
<td>448</td>
<td>80.53</td>
<td>8.98</td>
<td>1.96</td>
<td>0.7133</td>
<td>Not Significant at 0.05 level</td>
</tr>
<tr>
<td></td>
<td>boys</td>
<td>142</td>
<td>80.98</td>
<td>5.57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As obtained ‘t’ value is less than table value of ‘t’, null hypothesis is accepted

**Conclusion:**

There is no significant difference between effect of economic status on mental health of B.Ed. trainee boys and on mental health of B.Ed. trainee girls.

**Testing Hypothesis 4**

The alternative hypothesis states that there is medium wise significant difference in mental health of B.Ed. trainees with teacher behavior.
TABLE 5.7

RELEVANT STATISTICS FOR THE CALCULATION OF ‘F’ TO DETERMINE MEDIUM WISE DIFFERENCE WITH TEACHER BEHAVIOR.

<table>
<thead>
<tr>
<th>Sources of deviation</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean square deviation</th>
<th>Table ‘F’ (0.05)</th>
<th>Calculated ‘F’</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among mean</td>
<td>2</td>
<td>106.39</td>
<td>53.195</td>
<td>3.01</td>
<td>2.855</td>
<td>Not significant</td>
</tr>
<tr>
<td>Within groups</td>
<td>58</td>
<td>7</td>
<td>10936.12</td>
<td>18.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation:

The obtained value of ‘F’ is less than the table values of ‘F’ at 0.05 level of significance, hence the alternative hypothesis is rejected.

Conclusion:

There is no medium wise significant difference between mental health of B.Ed. trainees with teacher behavior.

Testing Hypothesis 5

The alternative hypothesis states that there is medium wise significant difference in mental health of B.Ed. trainees with social status.
### TABLE 5.8

**RELEVANT STATISTICS FOR THE CALCULATION OF ‘F’ TO DETERMINE MEDIUM WISE DIFFERENCE WITH SOCIAL STATUS.**

<table>
<thead>
<tr>
<th>Sources of deviation</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean square deviation</th>
<th>Table ‘F’ (0.05)</th>
<th>Calculated ‘F’</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among mean</td>
<td>2</td>
<td>210.78</td>
<td>105.39</td>
<td>3.01</td>
<td>9.46</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Within groups</td>
<td>587</td>
<td>6542.84</td>
<td>11.14</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:**

The obtained value of ‘F’ is greater than the table values of ‘F’ at 0.05 level of significance, hence the alternative hypothesis is accepted.

**Conclusion:**

There is medium wise significant difference between mental health of B.Ed. trainees with social status.

As there is medium wise significant difference in mental health of B.Ed. trainees, t-test is used to determine medium wise effect on mental health due to social status.
### TABLE 5.9

RELEVANT STATISTICS SHOWING MEDIUM WISE EFFECT OF SOCIAL STATUS ON MENTAL HEALTH OF B.ED. TRAINEES.

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Medium</th>
<th>Sample</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>Table value ‘t’ (0.05)</th>
<th>Calculate ‘t’</th>
<th>Level of significance at 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>186</td>
<td>91.61</td>
<td>20.14</td>
<td>374</td>
<td>1.96</td>
<td>2.52</td>
<td>Significant difference</td>
</tr>
<tr>
<td></td>
<td>Hindi</td>
<td>190</td>
<td>97.32</td>
<td>23.67</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hindi</td>
<td>190</td>
<td>97.32</td>
<td>23.67</td>
<td>402</td>
<td>1.96</td>
<td>1.26</td>
<td>No significant difference</td>
</tr>
<tr>
<td></td>
<td>Marathi</td>
<td>214</td>
<td>96.8</td>
<td>25.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>English</td>
<td>186</td>
<td>91.61</td>
<td>20.14</td>
<td>398</td>
<td>1.96</td>
<td>2.29</td>
<td>Significant difference</td>
</tr>
<tr>
<td></td>
<td>Marathi</td>
<td>214</td>
<td>96.8</td>
<td>25.92</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:**

- Calculated ‘t’ value (2.52) is greater than table value of ‘t’ at 0.05 level of significance
- Calculated ‘t’ value (1.26) is less than table value of ‘t’ at 0.05 level of significance

- Calculated ‘t’ value (2.29) is greater than table value of ‘t’ at 0.05 level of significance
Conclusion:

1. As the calculated ‘t’ value is greater than table value of ‘t’, it can be concluded that there is significant difference between mental health of English medium trainees and Hindi medium trainees with social status, and also that the effect of social status on Hindi medium trainees is greater than that of English medium trainees.

2. As the calculated ‘t’ value is less than table value of ‘t’, it can be concluded that there is no significant difference between mental health of Hindi medium trainees and Marathi medium B.Ed. trainees with social status.

3. As the calculated ‘t’ value is greater than table value of ‘t’, it can be concluded that there is significant difference between mental health of English medium trainees and Marathi medium trainees with social status and also that the effect of social status on Marathi medium students is greater than that of English medium B.Ed. trainees.

Discussion:

There is significant difference between mental health of English medium trainees and Hindi medium trainees and also between English medium trainees and Marathi medium trainees. The possible reason for this could be vernacular medium trainees might be of reserve nature or might have inferiority complex which restricts them to associate with others and also they might require more time to get comfortable with others and mingle with ones who might have the notions that English medium students are more bold and confident.

Testing Hypothesis 6

The alternative hypothesis states that there is medium wise significant difference in mental health of B.Ed. trainees with economic status.
TABLE 5.10

RELEVANT STATISTICS FOR THE CALCULATION OF ‘F’ TO DETERMINE MEDIUM WISE DIFFERENCE WITH ECONOMIC STATUS

<table>
<thead>
<tr>
<th>Sources of deviation</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean square deviation</th>
<th>Table ‘F’ (0.05)</th>
<th>Calculated ‘F’</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among mean</td>
<td>2</td>
<td>408.67</td>
<td>204.33</td>
<td>3.01</td>
<td>24.67</td>
<td>Significant at 0.05 level</td>
</tr>
<tr>
<td>Within groups</td>
<td>58</td>
<td>4853.7</td>
<td>8.268</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation:

The obtained value of ‘F’ is greater than the table values of ‘F’ at 0.05 level of significance; hence the alternative hypothesis is accepted.

Conclusion:

There is medium wise significant difference between mental health of B.Ed. trainees with economic status.

As there is medium wise significant difference in mental health of B.Ed. students, t-test is used to determine medium wise effect on mental health due economic status.
### TABLE 5.11
RELEVANT STATISTICS SHOWING MEDIUM WISE EFFECT OF ECONOMIC STATUS ON MENTAL HEALTH OF B.ED. TRAINEES.

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Medium</th>
<th>Sample</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>Table value ‘t’ (0.05)</th>
<th>Calculate d ‘t’</th>
<th>Level of significance at 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>186</td>
<td>80.87</td>
<td>8.59</td>
<td>374</td>
<td>1.96</td>
<td>2.08</td>
<td>Significant difference</td>
</tr>
<tr>
<td></td>
<td>Hindi</td>
<td>190</td>
<td>82.93</td>
<td>10.52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hindi</td>
<td>190</td>
<td>82.93</td>
<td>10.52</td>
<td>402</td>
<td>1.96</td>
<td>0.88</td>
<td>No significant difference</td>
</tr>
<tr>
<td></td>
<td>Marathi</td>
<td>214</td>
<td>83.05</td>
<td>8.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>English</td>
<td>186</td>
<td>80.87</td>
<td>8.59</td>
<td>398</td>
<td>1.96</td>
<td>2.71</td>
<td>Significant difference</td>
</tr>
<tr>
<td></td>
<td>Marathi</td>
<td>214</td>
<td>83.05</td>
<td>8.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interpretation:**

1. Calculated ‘t’ value (2.08) is greater than table value of ‘t’ at 0.05 level of significance
2. Calculated ‘t’ value (0.88) is less than table value of ‘t’ at 0.05 level of significance
3. Calculated ‘t’ value (2.71) is greater than table value of ‘t’ at 0.05 level of significance

**Conclusion:**

1. As the calculated ‘t’ value is greater than table value of ‘t’, it can be concluded that there is significant difference between mental health of English medium trainees and Hindi medium trainees with economic status and also that the effect of economic status on Hindi medium trainees is greater than that of English medium trainees.
2. As the calculated ‘t’ value is less than table value of ‘t’, it can be concluded that there is no significant difference between mental health of Hindi medium trainees and Marathi medium B.Ed. trainees with economic status.

3. As the calculated ‘t’ value is greater than table value of ‘t’, it can be concluded that there is significant difference between mental health of English medium trainees and Marathi medium trainees with economic status and also that the effect of economic status on Marathi medium students is greater than that of English medium B.Ed. trainees.

**Discussion:**

There is significant difference between mental health of English medium trainees and Hindi medium trainees and also between English medium trainees and Marathi medium trainees. The possible reason for this could be that English medium students might be from well off families so they might not be having any difficulty in satisfying their wants as compared to that of Hindi and Marathi medium students. So the effect of economic status on mental health of English medium students is unlike Hindi and Marathi medium students.

**Conclusions of the study**

1. There is positive, high and significant relationship between mental health of B.Ed. trainee boys and girls and teacher behavior.
2. There is significant difference between effect of teacher behavior on mental health of B.Ed. trainee boys and on mental health of B.Ed. trainee girls.

3. There is positive, low and significant relationship between mental health of B.Ed. trainee boys and girls and social status.

4. There is significant difference between effect of social status on mental health of B.Ed. trainee boys and on mental health of B.Ed. trainee girls.

5. There is positive, moderate and significant relationship between mental health of B.Ed. trainee boys and girls and economic status.

6. There is no significant difference between effect of economic status on mental health of B.Ed. trainee boys and on mental health of B.Ed. trainee girls.

7. There is no medium wise significant difference between mental health of B.Ed. trainees with teacher behavior.

8. There is medium wise significant difference between mental health of B.Ed. trainees with social status.

9. There is significant difference between mental health of English medium trainees and Hindi medium trainees with social status, and also the effect of social status on Hindi medium trainees is greater than that of English medium trainees.

10. There is no significant difference between mental health of Hindi medium trainees and Marathi medium B.Ed. trainees with social status.
11. There is significant difference between mental health of English medium trainees and Marathi medium trainees with social status and also the effect of social status on Marathi medium students is greater than that of English medium B.Ed. trainees.

12. There is medium wise significant difference between mental health of B.Ed. trainees with economic status.

13. There is significant difference between mental health of English medium trainees and Hindi medium trainees with economic status and also the effect of economic status on Hindi medium trainees is greater than that of English medium trainees.

14. There is no significant difference between mental health of Hindi medium trainees and Marathi medium B.Ed. trainees with economic status.

15. There is significant difference between mental health of English medium trainees and Marathi medium trainees with economic status and also that the effect of economic status on Marathi medium students is greater than that of English medium B.Ed. trainees.

5.5 BIBLIOGRAPHY AND REFERENCES:


**Unpublished Dissertations:**