CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS
AND RECOMMENDATIONS
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6.1 INTRODUCTION:

A student has a very significant role in nation building process. Only high academic achievements will not confer a meaningful role of nation builders, unless he fulfills his obligations with care and devotion. So more emphasis is to be given to all round development of the students. This is possible if the need of preserving mental health of students is desired by all i.e. by the parents, teachers and society.

Mental health is an important determinant of one’s wholesome personality and balanced behavior on basis of the level of person’s adjustment to his own self, others and his environment. Acquisition of such wholesome personality is very much essential for an individual to know himself, live his life to the fullest and also to give something useful and productive to the society in return. Human beings make transformation, transformation means change. In order to achieve such wholesome personality, change has to be made, which in turn requires adjustment. If the child finds difficult to adjust to these changes then various problems and complications arises. These problems and complications actually shape the mental setup of a child.

The concept of mental health is very old, old as human beings. It is defined as a state of soundness and reliability in which a human being is aware about his own strengths and weaknesses so that he can deal with the common and regular challenges and strains of life, also he can employ his actions efficiently and is capable to craft a desirable and required input to his society. It definitely involves a humanistic attitude towards self and even others.

The neglect of such stable mental health leads to various serious consequences which finally make an individual incompetent to deal with the hassles and expectations of life and prospects of livelihood. Especially students with mental problems find difficult to mingle with others which leads to social isolation and development of anxiety disorders and major problems of attention like attention deficiency syndrome. Sound mental health is very essential for all round academic achievements which gradually increases the social and intellectual skills which will boost his morale thereby helping to build his self confidence and
achieve good academic performances. Mentally healthy person contributes to the sound functioning of social relationships and is the output of mentally healthy person’s contribution and actions. Whereas mental ill person can disturb the interaction process with family, friends and colleagues. It also leads to difficulty in building relationships and fulfilling the commitments and responsibilities.

Education plays a key role of a tool for the people who are disadvantaged socially, to upgrade the standard of living. It is generally observed that the students belonging to low economic status families cannot develop their overall presentations in schools and progress in societal life to the extent that is shown by the students belonging to high economic status families. The students belonging to well-off family background displays better mental capabilities, proficiency and alike social skills. Student’s perception or attitude towards their social status and economic status has got substantial control on their psychological and emotional health.

The chief endeavor of education is all round progress and healthy personality of students. Development of child’s behavior is greatly influenced by the society and community he lives in. Teacher and guardians have larger liability to enhance student’s mental health and its well being. Here teacher’s behavior performs a fundamental task in molding the mind set of students as they blindly imitate their teachers and gets influenced by them very easily. This may finally affect the mental health of students to a large extent.

B.Ed. trainees who are the future teachers have to face many inconsistencies during the course. So to have the stable mental health, the behavior of their teacher educator plays a considerably important role. Teacher behavior influences the mental health of girls more than that of boys but medium wise this influence on the mental health of B.Ed. trainees is equivalent.

The way B.Ed. trainees cope up with the challenging situations with the help of others or they help others to resolve the problems of others actually represents their social status. Social status influences the mental health of B.Ed. trainees. It can be said that influence of social status is more on boys as compared to that of girls. Also this influence is more on vernacular medium trainees as compared to that of English medium trainees.

Money is the means of many ends but not the end itself. So somewhere acquisition and possession of money also influences the mental health of B.Ed. trainees. This influence is of
same extent irrespective of the gender. But if seen medium wise then economic status influences vernacular medium trainees more than as compared to English medium trainees.

6.2 STATEMENT OF THE PROBLEM:

A study on impact of Teacher behavior, Social status and Economic status on Mental Health of B.Ed. students

6.3 AIM OF THE STUDY:

To study the impact of Teacher behavior, Social status and Economic status on Mental Health of B.Ed. students.

6.4 OBJECTIVES OF THE STUDY:

In the present study the researcher has framed the following objectives:

1. To ascertain the relationship of mental health of B.Ed. trainee boys and girls with teacher behavior.
2. To ascertain the relationship of mental health of B.Ed. trainee boys and girls with social status.
3. To ascertain the relationship of mental health of B.Ed. trainee boys and girls with economic status.
4. To compare medium wise mental health of B.Ed. trainees with teacher behavior.
5. To compare medium wise mental health of B.Ed. trainees with social status.
6. To compare medium wise mental health of B.Ed. trainees with economic status.

6.5 HYPOTHESES OF THE STUDY:
In the present study researcher has undertaken the following hypotheses:

1. There is significant relationship between the mental health of B.Ed. trainee boys and girls with teacher behavior.
2. There is significant relationship between the mental health of B.Ed. trainee boys and girls with social status.
3. There is significant relationship between the mental health of B.Ed. trainee boys and girls with economic status.
4. There is medium wise significant difference in mental health of B.Ed. trainees with teacher behavior.
5. There is medium wise significant difference in mental health of B.Ed. trainees with social status.
6. There is medium wise significant difference in mental health of B.Ed. trainees with economic status.

6.6 DESIGN OF THE STUDY:
In order to carry out the study in a systematic way, some scientific steps were followed which are as follows:

Methodology of the study:
In the present study, the descriptive method of correlational type has been used for processing the data, classifying, analyzing them and interpreting the findings so that the researcher can draw conclusive evidence from the study and arrive at the generalizations. The study describes the impact of teacher behaviour, social status and economic status on the mental health of B.Ed. students.

Sampling:
For the purpose of the present study, a two stage sampling technique was used. At the first stage of sampling, the selection of B.Ed. colleges was done using simple random sampling. At the second stage of sampling, B.Ed. teacher trainees were chosen from these institutions by the technique of incidental sampling. This sampling method was used as others were beyond the control of the investigator.
B.Ed. colleges affiliated to Mumbai University have been selected for the present research. The teacher trainees from B.Ed. colleges have been selected by lottery method of probability sampling technique.

**MEDIUM WISE AND GENDER WISE DISTRIBUTION OF SAMPLE.**

<table>
<thead>
<tr>
<th>Population</th>
<th>Medium</th>
<th>Gender</th>
<th>Sample</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>2400</td>
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<td>Girls</td>
<td>130</td>
<td>186</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>056</td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Marathi</td>
<td>Girls</td>
<td>166</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>048</td>
<td></td>
</tr>
<tr>
<td>2400</td>
<td>Hindi</td>
<td>Girls</td>
<td>152</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>038</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Sample</td>
<td>590</td>
<td></td>
</tr>
</tbody>
</table>

**Research method:**

The researcher will use descriptive – survey method, as the research shows present facts.

**Tools of research:**

The research is to be conducted to study the present scenario. In this research, data will be collected with the help of 5 point rating scale made by researcher.

For the purpose of the study, the researcher has used four tools to collect information from students. These include self prepared tools by the researcher.

**Researcher Made Tools:**
1. The Personal Data Sheet:

This instrument was devised to obtain the background information regarding the respondents i.e. the B.Ed. teacher trainees, such as name of the B.Ed. teacher trainee, gender, name of the college, special methods opted, medium of instruction and whether the college is situated in rural or urban area.

2. MH

In all there are 26 items in the scale. The MH is a five point rating scale.

3. TB

In all there are 35 items in the scale. The TB is a five point rating scale.

4. SS

In all there are 32 items in the scale. The SS is a five point rating scale.

5. ES

In all there are 27 items in the scale. The ES is a five point rating scale.

SCORING OF THE TOOLS:

MH

In all there are 26 items in the scale. The MH is a five point rating scale with the following response categories and scale values, given in bracket for positively worded statements.

A : Always (5)
O : Often (4)
S : Sometimes (3)
R : Rarely (2)
N : Never (1)

For negatively worded items, the scoring is reverse in order.

A : Always (1)
O : Often (2)
S : Sometimes (3)
R : Rarely (4)
N : Never (5)

The maximum and minimum possible scores are 130 and 26 respectively.

**TB**

In all there are 35 items in the scale. The TB is a five point rating scale with the following response categories and scale values, given in bracket for positively worded statements.

A : Always (5)
O : Often (4)
S : Sometimes (3)
R : Rarely (2)
N : Never (1)

For negatively worded items, the scoring is reverse in order.

A : Always (1)
O : Often (2)
S : Sometimes (3)
R : Rarely (4)
N : Never (5)

The maximum and minimum possible scores are 175 and 35 respectively.

SS

In all there are 32 items in the scale. The SS is a five point rating scale with the following response categories and scale values, given in bracket for positively worded statements.

A : Always (5)
O : Often (4)
S : Sometimes (3)
R : Rarely (2)
N : Never (1)

For negatively worded items, the scoring is reverse in order.

A : Always (1)
O : Often (2)
S : Sometimes (3)
R : Rarely (4)
N : Never (5)

The maximum and minimum possible scores are 160 and 32 respectively.

ES
In all there are 27 items in the scale. The ES is a five point rating scale with the following response categories and scale values, given in bracket for positively worded statements.

A  :  Always (5)
O  :  Often (4)
S  :  Sometimes (3)
R  :  Rarely (2)
N  :  Never (1)

For negatively worded items, the scoring is reverse in order.

A  :  Always (1)
O  :  Often (2)
S  :  Sometimes (3)
R  :  Rarely (4)
N  :  Never (5)

The maximum and minimum possible scores are 135 and 27 respectively.

Data collection:

Data were collected from six B.Ed. colleges of Thane district. The researcher collected the data by approaching the B.Ed. colleges personally and seeking data from the B.Ed. trainees.

Statistics:

Data will be analyzed using statistical analysis, including mean, standard deviation, Pearson’s r, t-test and ANOVA.
Techniques of analysis of data:
The analysis in the present study is of two types:

- Descriptive Analysis.
- Inferential Analysis.

1. Descriptive Analysis:
The characteristic of a particular group can be studied by descriptive statistical measures. The generalization is limited up to that particular group studied. No conclusions can be extended beyond this group. The statistical techniques used by the investigator for descriptive analysis of are as follows:

   - Measures of central tendency: This includes the mean.
   - Measures of variability: This includes the standard deviation.
   - Estimation: Estimation of population parameters of the mean and standard deviation.
   - Graphical methods: This includes bar diagrams.

2. Inferential Analysis:
It involves the use of statistical techniques to study the nature of data and the relationships between the variables of the study.

Generalizations made by inferential analysis can be extended to infer population. Characteristics for the purpose of inferential analysis of the data in the present study, following techniques have been used

- Coefficient of correlation:
- This technique has been used to ascertain the relationship between the mental health of B.Ed. trainees and teacher behavior, social status and economic status.
- The Pearson’s r or product moment coefficient of correlation has been used for this purpose.

ii. t-Test:
This technique has been used to find whether there exist any differences in the mental health of B.Ed. trainees with teacher behavior, social status and economic status, gender wise and medium wise.

iii. 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.

6.7 MAJOR FINDINGS OF THE STUDY:

The hypotheses of the study were tested using the various techniques of inferential analysis. The findings of the study are therefore, stated as follows:

1. 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.

The technique used to test this hypothesis was Pearson’s coefficient of correlation (r).

The obtained value of $r = 0.710$ between mental health and teacher behavior of B.Ed. trainee boys and girls, is more than the tabulated value of $r$ at 0.05 level of significance. Therefore the alternative hypothesis was accepted.

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.

As obtained ‘t’ value is greater than table value of ‘t’, therefore the null hypothesis is rejected.

2. 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.
The technique used to test this hypothesis was Pearson’s coefficient of correlation ($r$).

The obtained value of $r = 0.34$ between mental health and social status of B.Ed. trainee boys and girls, is more than the tabulated value of $r$ at 0.05 level of significance. Therefore the alternative hypothesis was accepted.

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.
As obtained ‘$t$’ value is greater than table value of ‘$t$’, therefore the null hypothesis is rejected.

### 3. 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.

The technique used to test this hypothesis was Pearson’s coefficient of correlation ($r$).

The obtained value of $r = 0.471$ between mental health and economic status of B.Ed. trainee boys and girls, is more than the tabulated value of $r$ at 0.05 level of significance. Therefore the alternative hypothesis was accepted.

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.
As obtained ‘$t$’ value is less than table value of ‘$t$’, therefore the null hypothesis is accepted

### 4. Testing hypothesis 4:
The alternative hypothesis states that there is medium wise significant difference in mental health of B.Ed. trainees with teacher behavior.

The technique used was ANOVA.

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.

5. Testing hypothesis 5:

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

The technique used was ANOVA

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.

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.

- 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

6. Testing Hypothesis 6

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

The technique used was ANOVA.

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.
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.

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

6.8 CONCLUSIONS OF THE STUDY:

1. 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.

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.
2. 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.

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.

3. 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 financial condition. And stable economic condition might play an important role in maintaining the sound mental health of students.

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.

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

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

- 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.

- 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.

- 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 students might be of reserve nature and also they might require more time to mingle with others as compared to that of English medium students.

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

- 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.

- 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.

- 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.
A B.Ed. trainee should bear in mind that sustaining sound mental health of self is in his own hands. It depends on us how much one should get carried away or get influenced by the things which actually harm our physical and mental state. So he/she should indulge in such activities and deeds which give pleasure to self without harming and exploiting others. Researcher is of opinion that self realization is one of the best remedy for all mental ailments.

Further the researcher had suggested some measures to be taken by others to enhance the mental health of B.Ed. students:

1. The expedition to sound mental fitness commences the instant a child connects with the external world. So B.Ed. trainee should be helped and guided how to cope up with all the influences around him.

2. Teachers and parents should develop life skills among their children for the physical and mental well-being.

3. With the help of yoga, teacher trainees will be surely able to handle challenging situations. So they should incorporate yoga in their daily routine.

4. Emotional literacy programmes like workshops and seminars to be organized by educational institutions for teachers as well as for parents, so that they can help their children in sustaining sound mental health.

5. B.Ed. trainees should be made to realize that money is just the means to reach the end and not the end itself, so they should focus more on earning faith and respect rather than only money.
6. Teacher educators should themselves be mentally alert and stable to create conducive environment for building good rapport with students in order to foster good mental health.

7. Man is a social animal; he cannot survive in isolation so building good relation with others is not only important but also maintaining the relation is equally important.

8. The present day curriculum to some extent is also responsible for the stress in B.Ed. trainees, so attempts should be made to bring desirable changes and modification in the existing curriculum.
6.10 SUGGESTIONS FOR FURTHER STUDIES

- A similar study could be carried out on D.Ed. trainees.

- A similar study could be carried out on students of various levels of education viz. primary, secondary and college level.

- A similar study could be carried out on B.Ed. trainees of urban and rural areas and compared.

- A study of mental health of B.Ed. trainees with several other related factors like academic achievement, attitude towards life etc could also be studied.

- An experimental study to foster the mental health of students can be conducted.

- A study on impact of yoga and life skills on the mental health of students can be studied.

- A study on effect of mental health on the academic progress of the students can be studied.

- A study of mental health of students in relation to home environment and school environment can be conducted.

- A study on mental health of teacher educators in relation to institutional climate and economic status of teachers from aided and unaided section can be conducted.

- A study on mental health of teachers of various sections viz. primary, secondary and college section in relation to their job commitment and income can be studied.

6.11 BIBLIOGRAPHY AND REFERENCES:


