Chapter 5

Summary and Conclusion
5.1 INTRODUCTION

The present era has been called the age of anxiety, the age of opportunity, and the age of science. It is the age of challenge. Human mind is passing today through an acute crisis, and the reason is disequilibrium between the progress that has been registered in recent times in the externalities of life and the progress or lack of progress in the inner realm of life. As a matter of fact we face conflicts everyday. It may be as silly as choosing a particular shirt or tie to wear, attending one entertainment to another, buying one brand of soap or detergent to several others displayed in a shop, and the list is endless. It could be as serious choosing a particular branch of studies or vocation or even selecting a partner in life! We are torn as under quite often. Therefore, a conflict represents a situation in which an individual is required to act in two or more incompatible ways to achieve two or more mutually exclusive goals.

This human condition has led to the popularity of mental health concept in education. The mental health is deemed to be the great goal of education. The importance of mental health has also been recognized by WHO since its origin, and is reflected by the definition of health in the WHO Constitution as "not merely the absence of disease or infirmity", but rather, "a state of complete physical, mental and social well-being". In recent years this definition has been given sharper focus by many huge advances in the biological and behavioural sciences. These in turn have broadened our understanding of mental functioning, and of the profound relationship between mental, physical and social health.

A teacher must know how to cultivate within students and the public, an understanding of achieving health outcomes and engaging in health behaviors. To do this, professional preparation and in-service programs should provide educators with a sound understanding of health promotion principles along with studies in health and physical education. Because personality of the teacher casts a great influence on children, especially in their value development, that cannot
be denied by any sensible person. It would indeed be farcical to attempt to
develop values in a school setting, which conspicuously exhibits a lack of those
very same values.

The horizon of a teacher is broadened with the qualities he imbibes from the
institution, which provides training to the teachers. National policy on education
(1986) has given greater importance to education so it is imperative that teacher in
making should be properly equipped with knowledge and skills they are supposed
to acquire in order to become successful in the task of nation building. A teacher
with high mental health has willingness to accept new experiences and changes,
scope of knowledge which continually extents and his flexibility in meeting
changes gives him a good foundation for intelligent thinking. There are three
purposes of training institutes. Firstly, it is an agency for the development of
knowledge and skill; secondly it is an agency for inculcating moral values such as
rationality, achievement, orientation, and equality. Lastly, it is an agency for
socialization, thus preparing the individual for future adult roles. That is why
educationists, college, school and parents express the need for mentally healthy
teachers.

5.2 MENTAL HEALTH

The word 'health' generally describes the working order of our body and mind. So
when we talk about 'mental health', we are referring to the working order of our
mind.

Mental health is a familiar concept in common parlance in the study of human
behaviour. It is an index, which shows the extent to which the person has been
able to meet environmental demands- social, emotional or physical. However
when he finds himself trapped in a situation, he does not have matching coping
strategies to deal with it effectively; he gets himself mentally strained. So mental
health should not be confused with mental illness. Actually mental health refers to
that psychic condition which results from normal organization and functioning of
his mind. It is a combined of five types of health 1) physical 2) emotional
3) moral 4) spiritual 5) social.
Mental health can be conceptualized as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

In this positive sense, mental health is the foundation for well-being and effective functioning for an individual and for a community. This core concept of mental health is consistent with its wide and varied interpretation across cultures. Mental Health is the balance between all aspects of life - social, physical, spiritual and emotional. It impacts on how we manage our surroundings and make choices in our lives - clearly it is an integral part of our overall health.

Some common characteristics of mentally healthy people include: curiosity, optimism, self-confidence, ability to exercise developmentally, appropriate self-control, ability to cope with frustration, solve problems and the ability to form meaningful relationships with others.

5.3 INTELLIGENCE

Intelligence comes from the Latin verb "intellegere", which means "to understand". By this rationale, intelligence (as understanding) is arguably different from being "smart" (able to adapt to one's environment), or being "clever" (able to creatively adapt).

Intelligence is usually said to involve mental capabilities such as the ability to reason, plan, solve problems, think abstractly, comprehend ideas and ability to learn. Although nonscientists generally regard the concept of intelligence as having much broader scope, in psychology, the study of intelligence generally regards this behavioral trait as distinct from creativity, personality, character or wisdom.

Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent:
a given person's intellectual performance will vary on different occasions, in
different domains, as judged by different criteria. Concepts of "intelligence" are
attempts to clarify and organize this complex set of phenomena.

Intelligence has an adverbial significance. Derivative from the function of the adverb,
"intelligently," as a verb modifier, the concept has essential reference not to specific
verbs, but rather to the manner or style of proceeding of nearly any verbs descriptive
of the proceedings of an agent, so that whether the concept of intelligence is
determinable or determinate is not discoverable from grammatical features alone. The
various contexts in which agents are said to act intelligently need to be surveyed in
order to elicit the used for the application of the concept.

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reason, plan, solve problems, think abstractly, comprehend ideas and language
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having much broader scope, in psychology, the study of intelligence generally
regards this behavioral trait as distinct from creativity, personality, character or
wisdom.

Scientifically it is proved that three types of biological vessels can carry intelligence
(and possibly four): biological-non-conscious, biological-conscious, and mechanical-
electrical-non-conscious. (We have not yet invented a mechanical-electrical-conscious
intelligence yet.)

![Figure 5.1 Biological vessels of intelligence](image)

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The concept of “intelligence” seems to be a broad field, which has occupied many researchers for years without their reaching definite conclusions. On the other hand it is a concept with we are confronted on a daily basis and which we operationally in a relatively concrete manner. Intelligence can also be the realization, the successful application, of a specific capacity in a particular instance. Its opposite, stupidity or unintelligence, is a failure to apply this acquired capacity.

It makes us conclude that intelligent behaviour is divided into two categories-theoretical and practical, abstract and concrete. The theoretical operations make an individual capable to face and solve the actual problem and make adjustment to the environmental situations. If we try to analyze the factor, which determine the success of individual activities, we can by all means, say that cognitive or mental abilities have a dominant role to play in the success or failure. “Intelligence”, as Rex and Mergart knight have put it “is the factor that is common to all mental abilities,” and therefore, the judgement about intelligence can ever be taken with the evaluation of the task one performs, how he reacts and responds to a situation.

Hence it can be said that intelligence is the brainpower for learned abilities and the ability to adapt or to carry on abstract thinking. Intelligence is the ability to think clearly, reason logically or analytically, obtain and process new knowledge, solve problems, understand complex concepts, and communicate knowledge to others.

5.4 VALUES

Each society is characterized by well-defined, articulated values that are passed on to the members of the society. These represent what a person considers important in life and these ideas as to what is good or worthwhile are acquired through the personal experiences of the individual. Value systems are likely to vary from society to society. We are primarily concerned with universal values such as the value of human life, freedom, justice, truth, non-violence etc. Such values comprise the individual’s philosophy of life. They make up his “do’s” and do not’s”, his “rights” and “wrongs”. Out of these conceptions we arrive at the ideas of morality and immorality.
Values may be defined as those desirable ideals and goals, which are intrinsic in themselves and which when achieved or attempted to be achieved, evoke a deep sense of fulfillment to one or many or all parts of what we consider to be the highest elements of our nature. Values are norms, which hold and sustain life and society and establish a symbiotic and interdependent relationship between humankind and ecosystem.

Since values are so fundamental, determining values depends upon basic presuppositions. The presumption that humans are important is a required fundamental concept for human values and could be used as a fundamental basis for determining human values. Based on this presumption that humans are valuable, one could assert more general values such as human survival, human satisfaction, human happiness and a healthy human condition. Aside from basic survival, humans put most of their effort into relationships with other humans. Good relationships are important for human satisfaction, human happiness and healthy human condition.

A value specifies a relationship between a person and a goal. A value requires a valuer—a particular person who aims to achieve or maintain something. An object cannot have value in itself. Value is relational, and so requires a person and a goal. The goal to which one aims is called the "value", but the relationship is always required. This means an object cannot be a value in itself. It only gains the title of value when a person acts to achieve or maintain it.

Values are essential to ethics. Ethics is concerned with human actions, and the choice of those actions. Ethics evaluates those actions, and the values that underlie them. It determines which values should be pursued, and which shouldn't. Ethic is a code of values.

Without values or beliefs, we would be mechanical-like beings, driven here and there by the vicissitudes of life. Without values, we would be creature-like, compelled to action solely by our urges and passions. In this inhuman existence, there would be little consideration for truths we hold dear, let alone implement them to ennoble and enrich our lives.
Actually, Values are those standards or codes of conducts conditioned by one’s cultural tenets, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his benefits, ideas and attitudes to realize the cherished ideals and aims of life. High values lead to objective, fair, correct decisions and actions and ensure the welfare of all concerned. Low values do exactly the opposite. Therefore what we need more today is moral leadership focused on courage, intellectual integrity and sense of values. There is no substitute for a sense of value

5.5 ATTITUDE

A teacher’s attitude is considered as most important factor that predicts the success in profession in order to provide satisfactory adjustment. His attitude affects the educational objectives like development of basic skills, attitude and abilities. The word 'attitude' has been derived from the Latin word ‘aptus 'that means the adeptness or fitness.

Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the object and c) conative or behavioral component, which is the action taken towards the object.

Attitude is inferred from verbal expression, anticipatory and mediating with reference to patterns of overt responses, it is evoked by a variety of stimulus pattern as a result of previous learning. Attitude towards teaching profession is a tendency to react favourably or unfavourably in different degrees, which determine his actual response towards teaching.

Therefore, we may understand attitude as a determining acquired tendency, which prepares a person to behave in a certain way towards a specific object. It represents the states of readiness to respond to a certain stimulus. But it does not
mean that one’s behaviour is an absolute function of one’s attitude. Behaviour by all means is function of both characteristics of the behaving person and the situations in which he behaves. Hence a person may hold strong attitude and yet, under certain circumstances may behave in quite contradictory to those attitudes. In this way, one’s behaviour toward object related to a particular attitude cannot be safely predicted through that attitude but it can be safely said that it makes the individual respond in a particular way to the particular stimuli.

Thus from the above mentioned definitions we can conclude that the attitude is the sum total of man’s inclination and feelings, prejudices or biases, preconceived notions, ideas, fears threats and convictions about particular topic. The success of the education process depends on the character, ability and attitude of the teacher who is the cornerstone of the arch of education. Attitudes, intelligence and values are important in the learning process because they influence selection of the stimuli to which the learner responds, the rapidity of learning, retention of the learned response, and application of the learned material. With the importance of these motivational factors in mind, the teacher should present instruction in a manner that appeals to each child.

5.6 TEACHING PROFESSION

Teaching is the essential profession, the one that makes all other professions possible. Without well-qualified, caring, and committed teachers, neither improved curricula and assessments, nor safe schools—not even the highest standards in the world—will ensure that our children are prepared for the challenges and opportunities. More than ever before in our history, education will make the difference between those who will prosper in the new economy and those who will be left behind. Teaching is the profession that is shaping this education and therefore moulding the skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life.

When reviewing the literature regarding professions in general, and teaching as a profession in particular, one can glean three fundamental bases for professional
designations. These are knowledge, competence, and commitment to students. Knowledge as a prerequisite for professional designation can be traced throughout the history of professional literature.

Until the twentieth century, teachers had very little formal preparation for their jobs and little voice in determining the conditions of their employment. Teacher training entailed only one or two years (and sometimes less) at a normal school or teacher’s college. The main thrust of this training centered on their public and private deportment. Teachers were enjoined to follow strict rules and regulations concerning their behavior away from the school setting (Ornstein & Levine, 2003).

Times have changed. Today teachers aspire to be seen as true professionals with expert knowledge concerning the content and methods of instruction in their particular areas of study. Despite some gains, teaching retains an uncertain status in our society. Although it is often referred to as a profession, it does not command the same prestige as other established professions, such as law or medicine. The reason is the attitude of teacher towards teaching profession. So the role of the teacher to meet the needs of the students is of unique importance.

In teaching how a teacher performs his duty as a teacher depends to a great extent on his attitudes, beliefs and values. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes teaching task harder, more tedious and unpleasant. Therefore attitude towards teaching profession is of crucial importance.

Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators and this is possible only through professional training of teachers.
5.7 EMERGENCE OF THE PROBLEM

In modern age, we are living in what has been called an age of turbulence, an age of anxiety and stress, when man’s ability to cope with his environment is being taxed in new and unprecedented ways. Current emotional pressures are subtler, more intangible, and more pervasive. Man is now faced with the world of increased complexity in which his adjustive capacities are strained, there is no way to escape. This human condition has led to the popularity of mental health concept in education. The mental health is deemed to be the great goal of education. The term mental health does not refer to any one aspect of the human personality rather it encompasses all the aspect of individual personality.

Intelligence and values are also important factors affecting mental health of an individual. It is revealed that the more intelligent individuals have good mental health and values as compared to less intelligent person by virtue of his rational thinking in solving the problem, which put him in a good position to maintain good mental health.

From the review of related studies, it is revealed that Dutta (1981), Mangotra (1982), Sehgal (1991) indicate significant relationship between intelligence and mental health.

But Kaur (1982) found that intelligence neither correlates with mental health totals nor with sub areas of mental health.

Mirchandani (1970) also revealed no significant relationship between intelligence and mental health. Hence results are contradictory regarding the relationship of mental health with intelligence.

Teaching is the most influential profession in our education system to imbibe the desired values in the tender minds of children entrusted to them. In this context, most important is the value-oriented personality of the teachers. If he himself is committed to values, he will always take it as his religious and spiritual responsibility to get his pupils committed to values. But the teachers can perform their duty of value inculcation if they are themselves mentally healthy. In fact good mental health in life implies commitment to great values of life as well as to the principles of wholesome living and hence form attitudes in the life.
However, it is a matter of common experience that there remain almost invariably, a domain of divide between knowledge and practice it would not be wrong in any sense that value commitment on the part of teachers must necessarily imply commitment to foster the mental health of pupils which in turn, depends upon right cognition of mental health and their utilization in a judicial manner.

However going through vast area of related studies given, the investigator come to know that a number of research studies have been done on the relationship of mental health and values, but the investigator did not encounter much work intended and executed for exploring the relationship between different classes of values and mental health and even one research study (Sidhu 1999) has shown negative relationship between mental health and aesthetic values.

Thus the investigator felt that it could be a matter of great curiosity to find out how the mental health is related to given class of values (i.e. theoretical, political, economical, social, aesthetic and religious).

The main aim of national policy on education (1986) is to provide the quality of education. But to ensure good quality of education, there is a dire need to have good quality of teachers who can use their intelligence in making teaching learning more effective with the help of value charged personality and the positive attitude towards teaching. The investigator observed in the classroom that most of the student teachers have no interest in the teaching. They have either come by force of circumstances or pushed by parents to do B.Ed. degree. A majority of them are seeking admission because they have failed to get admission in other professions. They have no genuine love and sincerity towards the teaching profession. Their inattentive behaviour in the classroom and uninterested attitude created the situation to study the above problem.

From the review of studies, it is revealed that the studies are not clear and definite regarding the results of mental health with attitude towards teaching profession. On one hand, some studies like Dhawan(1996), Batra (2005) have shown significant relationship between mental health and attitude towards teaching profession, But some studies like Trehan (1998) Maninderpal (2001) and Rita (2002) have shown no relationship of mental health with attitude towards teaching profession. Moreover a very few studies have explored the relationship of mental health and attitude towards teaching profession.
In view of these inconclusive and contradictory results, there emerge a need of further provoking into the problem. So investigator got motivated to do study in this field i.e. mental health in relation to intelligence, values and attitude of student teachers towards teaching profession. In addition, investigator felt the need to know the mean differences between Social Science, Science, English, Hindi, Punjabi student teachers regarding their mental health, intelligence, values, attitude to words teaching Profession.

5.8 STATEMENT OF THE PROBLEM

A STUDY OF MENTAL HEALTH OF STUDENT TEACHERS IN RELATION TO INTELLIGENCE, VALUES AND ATTITUDE TOWARDS TEACHING PROFESSION.

5.9 OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1) To find out relationship of mental health of student teachers with intelligence.

2) a. To find out relationship of mental health of student teachers with theoretical values.
   b. To find out relationship of mental health of student teachers with economical values.
   c. To find out relationship of mental health of student teachers with aesthetic values.
   d. To find out relationship of mental health of student teachers with social values.
   e. To find out relationship of mental health of student teachers with political values.
   f. To find out relationship of mental health of student teachers with religious values.

3) To find out relationship of mental health of student teachers with the attitude towards teaching profession.

4) To find out differences among student teachers at different levels of mental health (MHh, MHa, MHi) in respect of intelligence.
5) a. To find out differences among student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of theoretical values.

b. To find out differences among student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of economical values.

c. To find out differences among student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of aesthetic values.

d. To find out differences among student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of social values.

e. To find out differences among student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of political values.

f. To find out differences among student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of religious values.

6) To find out differences among student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of attitude towards teaching profession.

7) To find out differences between social science and science student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of intelligence.

8) a. To find out differences between social science and science student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of theoretical values.

b. To find out differences between social science and science student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of economical values.

c. To find out differences between social science and science student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of aesthetic values.

d. To find out differences between social science and science student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of social values.

e. To find out differences between social science and science student teachers at different levels of mental health (MH_h, MH_a, MH_l) in respect of political values.
f. To find out differences between social science and science student teachers at different levels of mental health (MHh, MHa, MHj) in respect of religious values.

9) To find out differences between social science and science student teachers at different levels of mental health (MHh, MHa, MHj) in respect of attitude towards teaching profession.

10) To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of intelligence.

11) a. To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of theoretical values.

b. To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of economical values.

c. To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of aesthetic values.

d. To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of social values.

e. To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of political values.

f. To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of religious values.

12) To find out differences between Punjabi and Hindi student teachers at different levels of mental health (MHh, MHa, MHj) in respect of attitude towards teaching profession.

13) To find out differences between Hindi and English student teachers at different levels of mental health (MHh, MHa, MHj) in respect of intelligence.

14) a. To find out differences between Hindi and English student teachers at different levels of mental health (MHh, MHa, MHj) in respect of theoretical values.

b. To find out differences between Hindi and English student teachers at different levels of mental health (MHh, MHa, MHj) in respect of economical values.
c. To find out differences between Hindi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of aesthetic values.

d. To find out differences between Hindi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of social values.

e. To find out differences between Hindi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of political values.

f. To find out differences between Hindi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of religious values.

15) To find out differences between Hindi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of attitude towards teaching profession.

16) To find out differences between Punjabi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of intelligence.

17) a. To find out differences between Punjabi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of theoretical values.

b. To find out differences between Punjabi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of economical values.

c. To find out differences between Punjabi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of aesthetic values.

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f. To find out differences between Punjabi and English student teachers at different levels of mental health (MH_h, MH_a, MH_i) in respect of religious values.
To find out differences between Punjabi and English student teachers at different levels of mental health (MHh, MHa, MHi) in respect of attitude towards teaching profession.

5.10 HYPOTHESES OF THE STUDY

1) There will be no relationship between mental health and intelligence of student teachers.

2) a. There will be no relationship between mental health and theoretical values of student teachers.

   b. There will be no relationship between mental health and economical values of student teachers.

   c. There will be no relationship between mental health and aesthetic values of student teachers.

   d. There will be no relationship between mental health and social values of student teachers.

   e. There will be no relationship between mental health and political values of student teachers.

   f. There will be no relationship between mental health and religious values of student teachers.

3) There will be no relationship between mental health and attitude of student teachers towards teaching profession.

4) There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHi) in respect of intelligence.

5) a. There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHi) in respect of theoretical values.

   b. There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHi) in respect of economical values.
c. There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHl) in respect of aesthetic values.

d. There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHl) in respect of social values.

e. There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHl) in respect of political values.

f. There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHl) in respect of religious values.

6) There will be no significant mean difference among student teachers at different levels of mental health (MHh, MHa, MHl) in respect of attitude towards teaching profession.

7) There will be no significant mean difference between social science and science student teachers at three different levels of mental health (MHh, MHa, MHl) in respect of intelligence.

8) a. There will be no significant mean difference between social science and science student teachers at different levels of mental health (MHh, MHa, MHl) in respect of theoretical values.

b. There will be no significant mean difference between social science and science student teachers at different levels of mental health (MHh, MHa, MHl) in respect of economical values.

c. There will be no significant mean difference between social science and science student teachers at different levels of mental health (MHh, MHa, MHl) in respect of aesthetic values.

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9) There will be no significant mean difference between social science and science student teachers at different levels of mental health (MH_{h}, MH_{a}, MH_{l}) in respect of political values.

10) There will be no significant mean difference between social science and science student teachers at different levels of mental health (MH_{h}, MH_{a}, MH_{l}) in respect of religious values.

11) There will be no significant mean difference between social science and science student teachers at different levels of mental health (MH_{h}, MH_{a}, MH_{l}) in respect of attitude towards teaching profession.

10) There will be no significant mean difference between Punjabi and Hindi student teachers at the three different levels of mental health (MH_{h}, MH_{a}, MH_{l}) in respect of intelligence.

11)a. There will be no significant mean difference between Punjabi and Hindi student teachers at different levels of mental health (MH_{h}, MH_{a}, MH_{l}) in respect of theoretical values.

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17) a. There will be no significant mean difference between Punjabi and English student teachers at different levels of mental health (MHh, MHa, MHl) in respect of theoretical values.

b. There will be no significant mean difference between Punjabi and English student teachers at different levels of mental health (MHh, MHa, MHl) in respect of economical values.

c. There will be no significant mean difference between Punjabi and English student teachers at different levels of mental health (MHh, MHa, MHl) in respect of aesthetic values.

d. There will be no significant mean difference Punjabi and English student teachers at different levels of mental health (MHh, MHa, MHl) in respect of social values.

e. There will be no significant mean difference between Punjabi and English student teachers at different levels of mental health (MHh, MHa, MHl) in respect of political values.

f. There will be no significant mean difference between Punjabi and English student teachers at different levels of mental health (MHh, MHa, MHl) in respect of religious values.

18) There will be no significant mean difference between Punjabi and English student teachers at the three different levels of mental health (MHh, MHa, MHl) in respect of attitude towards teaching profession.

5.11 DELIMITATIONS OF THE STUDY

1. The present study was confined to student teachers of B. Ed. colleges affiliated to Panjab University, Chandigarh.

2. The study was limited to a sample of 500 student teachers.

3. The study was conducted only on mentioned variables such as intelligence, values (viz theoretical, economical, aesthetic, social, political and religious values) and attitude towards teaching profession.
5.12 METHODOLOGY OF RESEARCH

The aim of the present study was to study the mental health of student teachers in relation to intelligence, values and attitude towards teaching profession. To achieve this aim, the descriptive survey was conducted on a sample of 500 student teachers of colleges of education affiliated to Panjab University, Chandigarh. These 500 student teachers were distributed into five groups of 100 each belonging to the subjects of Social Science, Science, Hindi, English and Punjabi. Mental health inventory of Srivastava and Jagdish was employed to study the mental health status of student teachers and these student teachers were classified into three groups of mental health i.e. high mental health, average mental health and low mental health by making use of criteria of top and bottom 27% cases. First 27% cases were considered into high mental health and bottom 27% cases were under low mental health. The rest of student teachers came under average mental health. The coefficients of correlations were computed to find out the relationship among different variables viz; mental health, intelligence, values and attitude towards teaching profession. The t-test was computed among student teacher at the different levels of mental health.

Dependent variable: Mental Health

Independent variables: Intelligence, Values and Attitude towards teaching profession

The codes of different variables have been given below:

MH  ----------------------------- Mental Health
MHh  ----------------------------- High Mental Health
Mha  ----------------------------- Average Mental Health
Mhl  ----------------------------- Low Mental Health
INT  ----------------------------- Intelligence
V  ----------------------------- Values
TV  ----------------------------- Theoretical Values
EV  ----------------------------- Economical Values
5.13 SAMPLING

A sample must be as nearly representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. The researcher selected a sample of 500 student teachers randomly out of the educational colleges affiliated to Panjab University, Chandigarh. The educational colleges of seven districts are affiliated to Panjab University, Chandigarh. Of these ten colleges of education including two colleges situated in Chandigarh were selected randomly. As students of these colleges have to qualify the entrance test before admission, this makes the sample uniform.

The original sample comprised of 563 student teachers out of which 500 were retained for analysis, others had to be ignored because the data was not complete in their questionnaires. The researcher has taken the sample of all student teachers (both male and female) on the basis of their different teaching subjects in B.Ed. class like Teaching of social science, Teaching of science, Teaching of English, Teaching of Hindi, Teaching of Punjabi.

The list of different colleges and number of student teachers (teaching subject wise) taken for present study are given in Table no. 3.1:
Tale 5.1 List of different colleges and number of student teachers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Doraha College of Education, Doraha (Ldh.)</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>55</td>
</tr>
<tr>
<td>2.</td>
<td>Malwa Central College of Education, Ludhiana</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>4.</td>
<td>Rayat College of Education, Nawan Sahar</td>
<td>10</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>54</td>
</tr>
<tr>
<td>5.</td>
<td>B.K.M. College of Education Balachaur (Nawan Sahar)</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>11</td>
<td>57</td>
</tr>
<tr>
<td>7.</td>
<td>B.M.S. College of Education, Bughipura (Moga)</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>54</td>
</tr>
<tr>
<td>8.</td>
<td>M.B.B.G.R.G. College, Mansowal (Hoshiarpur)</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>53</td>
</tr>
<tr>
<td>9.</td>
<td>Dev Samaj College of Education, Chandigarh</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>10.</td>
<td>Govt. College of Education sector 20, Chandigarh</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>11.</td>
<td>Total</td>
<td>113</td>
<td>113</td>
<td>113</td>
<td>107</td>
<td>117</td>
<td>563</td>
</tr>
</tbody>
</table>

A sample outline of the study is shown in Fig 5.2:
Figure 5.2 Sample Outline of Study
5.14 TOOLS USED:

The following tools were used to collect the data:

1) Mental Health Inventory (1983) developed by Srivastava and Jagdish and was used to measure mental health of student teachers.

2) Group test of General Mental Ability (1972) by Jalota was used to measure the intelligence of the student teachers.

3) Study of values by Allport, Vernon, and Lindzey Adapted by Ojha. The revised edition (1992) was used to determine the values of student teachers.

4) The Ahluwalia Teacher Attitude Inventory (1978) constructed by Ahluwalia and published by National Psychological Corporation, Agra was used to measure the attitude of student teachers towards teaching profession.

5.15 STATISTICAL TECHNIQUES USED

To arrive at conclusion with respect to hypotheses of the present study, the following statistical techniques were employed:

1) Descriptive analysis: Descriptive statistics such as mean, median, S. D., skewness and kurtosis were worked out to ascertain the nature of distribution of scores on the variables of mental health, intelligence, values and attitude towards teaching profession.

2) Pearson’s Coefficient of correlation was worked out to find out the relationship of mental health with intelligence, values and attitude towards teaching profession.

3) t-values were computed to find out the significance of differences to make a comparison among student teachers of Social science, Science, Language on the variables of mental health, intelligence, values and attitude towards teaching profession.
5.16 FINDINGS AND CONCLUSIONS

The analysis and interpretations of results leads to the following conclusions:

1. A significant relationship was found between mental health and intelligence of student teachers. Student teachers with high mental health were more intelligent than student teacher with low mental health.

2. No significant relationship was found between mental health and theoretical values, mental health and political values and between mental health and economical values of student teachers. This implies that student teachers with sound mental health do not possess theoretical, political and economical values. But negative relationship was observed between mental health and aesthetic values of student teachers. Therefore it implies that student teachers with sound mental health have less aesthetic values. Student teachers also did not show any significant relationship between mental health and social values and between mental health and religious values. This means that student teachers with sound mental health do not have social and religious values.

3. A significant relationship was found between mental health and attitude towards teaching profession of student teachers. This implies that the student teachers with sound mental health have positive and favourable attitude towards teaching profession as compared to student teachers with low mental health.

4. Student teachers did not show any significant difference in their intelligence at high level of mental health, but difference was found in intelligence at average and low level of mental health. This means that student teachers with average and low mental health were same in intelligence and average and low levels of mental health did not influence their intelligence.

5. Student teachers did not show any significant difference in their theoretical, economical, political and religious values at different levels of mental health. This specifies that student teachers have same theoretical, economical, political and religious values and levels of mental health did not influence these values. But difference was found in aesthetic values and religious values at high and average level and at high and low level of mental health.

6. No significant difference was found in attitude of student teachers towards...
teaching profession at high level, average and low level of mental health. This specifies that student teachers with different levels of mental health have same attitude towards teaching profession and it is not influenced by different levels of mental health.

7. Significant difference was found between intelligence of social science and science student teachers with high and average level of mental health. But no significant difference was observed between intelligence of social science and science student teachers with low level of mental health. This indicates that social science student teachers with high and average level of mental health were different in their intelligence as compared to science student teachers.

8. Social science and science student teachers did not show significant difference in theoretical, economical, aesthetic, political and religious values at high and average level of mental health. Only difference was found in theoretical values at low level of mental health. This indicates that social science student teachers with low level of mental health were different from science student teachers in their theoretical values. But social science and science student teachers with high and average mental health were found having same values.

9. No difference was found in attitude of social science and science student teachers towards teaching profession at average level of mental health. But social science and science student teachers with high and low level of mental health were found different in their attitude towards teaching profession. Thus it can be concluded that social science student teachers with high and low level of mental health have different attitude towards teaching profession than science student teachers. But social science and science student teachers with average level of mental health have same kind of attitude towards teaching profession.

10. Punjabi and Hindi student teachers did not show significant difference in intelligence at high and average level of mental health, but difference was found in their intelligence at low level of mental health. This leads to conclusion that student teachers of Punjabi and Hindi have same intelligence at high and average level of mental health and different subjects and high and average levels of mental health did not affect their intelligence. But intelligence was influenced at low level of mental health. This can be said that Punjabi student teachers with low mental health have different intelligence as compared to Hindi student teachers.
11. Student teachers of Punjabi and Hindi did not show significant difference in economical, aesthetic, social, political values at different levels of mental health and also no difference was found in theoretical values at average and low level of mental health and in religious values at high and average level of mental health. This indicates that Punjabi and Hindi subjects and different levels of mental health did not affect their economical, aesthetic, social and political values. But difference was found in their theoretical values at high level and in religious values at low level of mental health. This leads to conclusion that Punjabi student teachers with average level of mental health were found different in their theoretical values from Hindi student teachers and also Punjabi student teachers with low mental health were different in religious values as compared to Hindi student teachers.

12. No significant difference was found in attitude of Punjabi and Hindi student teachers towards teaching profession at high and low level of mental health. This means that Punjabi and Hindi student teachers with high and low mental health have same attitude towards teaching profession. But difference was found in attitude of Punjabi and Hindi student teachers at average level of mental health. This result indicates that attitude of student teachers at average level of mental health was influenced by Hindi and Punjabi subjects.

13. Hindi and English student teachers did not show significant difference in intelligence with high level of mental health, but difference was found at average and low level of mental health. This leads to conclusion that student teachers of Hindi and English have same intelligence at high level of mental health and different subjects and high level of mental health did not affect their intelligence. But intelligence was influenced at average and low level of mental health. This can be said that English student teachers with low mental health have different intelligence as compared to Hindi student teachers.

14. Student teachers of Hindi and English did not show significant difference in theoretical, economical, aesthetic, social, political and religious values at different levels of mental health. This indicates that Hindi and English subjects and different levels of mental health did not affect their theoretical, economical, aesthetic, social, political and religious values and they have same values irrespective of their different subjects.
No significant difference was found in attitude of Hindi and English student teachers towards teaching profession at high, average and low level of mental health. This means that Hindi and English student teachers have same attitude towards teaching profession at high, average and low level of mental health. This result indicates that choice of Hindi and English subjects did not influence attitude of student teachers and their attitude was same towards teaching profession irrespective of their different levels of mental health.

Punjabi and English student teachers did not show significant difference in intelligence with high and low levels of mental health, but difference was found at average level of mental health. This leads to conclusion that student teachers of Punjabi and English were same in intelligence at high and low levels of mental health and different subjects and high and low levels of mental health did not affect their intelligence. But intelligence was influenced at average level of mental health. This can be said that English student teachers with average level of mental health were different in intelligence than Punjabi student teachers.

Student teachers of Punjabi and English did not show significant difference in theoretical, economical, aesthetic, social and political values at different levels of mental health. This indicates that Punjabi and English subjects and different levels of mental health did not affect their theoretical, economical, aesthetic, social and political values. But difference was found in religious values of Punjabi and English student teachers at average and low level of mental health and these were same at high level of mental health. This leads to conclusion that Punjabi student teachers have different religious values than English student teachers at average and low level of mental health and both subjects have influenced their religious values.

No significant difference was found in attitude of Punjabi and English student teachers towards teaching profession at high, average and low level of mental health. This means that Punjabi and English student teachers with different levels of mental health have same attitude towards teaching profession. This result indicates that Punjabi and English subjects did not influence attitude of student teachers and their attitude was same towards teaching profession irrespective of their different levels of mental health.
5.17 EDUCATIONAL IMPLICATIONS

The findings and conclusions of the present study have wide implications in improving the mental health and attitude of student teachers towards teaching profession. The future of nation depends upon the quality of education and the quality of teachers. Sound and positive mental health is an important factor to maintain the quality of education. The findings of study have revealed that mental health of student teacher has the relationship with intelligence and attitude towards teaching profession. Therefore it becomes essential to test intelligence and attitude of student teachers towards teaching profession, as the student teachers are the future teachers.

A single teacher with the right attitude makes a lasting impact on student learning. In my own experience, there is no single technique of teaching that works with all the topics at all times. There is only one thing that always works, that is the positive attitude of teacher towards students and most of all towards the profession. So there is a dire need to preserve and promote mental health and positive attitude of student teachers towards teaching profession. Therefore this study addresses the importance of having the knowledge of student teacher's mental health and attitude towards teaching profession. This study shows no relationship between different kinds of values (i.e. theoretical, economical, social, political, aesthetic and religious) and mental health of student teachers. Thus values did not influence mental health of student teachers directly or indirectly and this leads to conclusion that values are not so important to have sound mental health.

This study will help the administrators and academic staff to bring a change in their admission policy, so that students having positive attitude, with high intelligence and with sound mental health can enter this profession and can perform their duties honestly towards their profession as well as towards society.
5.18 SUGGESTIONS FOR FURTHER STUDY

This study was delimited in sample size, tools and statistical techniques carried out and due to these limitations; a series of research projects can be conducted.

1) The present study has been conducted on a sample of 500 student teachers studying in education colleges affiliated to Panjab University Chandigarh, but this study may be replicated on a wider sample.

2) This research study was conducted only on student teachers studying in educational colleges affiliated to Panjab University Chandigarh. But it is highly desirable that if we want to bring a drastic change in the quality of education, such studies should be conducted on the student teachers in other universities at a large scale.

3) This study may be replicated to other variables: interest, motivation, personality, academic achievement, and socio-economic status, aptitude etc.