SUMMARY, CONCLUSIONS, EDUCATIONAL IMPlications AND SUGGESTIONS FOR FURTHER RESEARCH

This final chapter presents the summary, conclusions logically drawn from the previous chapter of analysis and interpretation of data, the educational implications of the findings based on the study and suggestions or recommendations for further researches related to the theme of the present study.

5.1 SUMMARY

Education is the main tool in the hands of man through which he enables himself to meet the various challenges of the life. It is a unique feature of human society enables the human beings, not only to distinguish between the civilized and uncivilized, but also help them to achieve what otherwise remains unachieved. India has witnessed phenomenal development in education since independence. The overall literacy rate has gone up significantly during this period. However, the national goal of universalisation of elementary education and total eradication of illiteracy still requires a lot of efforts. There has been significant increase in education expenditure with huge expansion of educational institutions in India. There is a movement launched by the Govt. of India along with the collaborative efforts by the State Governments in the form of Sarva Shiksha Abhiyan, National Literacy Mission and Each One Teach One to flourish education in the country. Teacher is the main source behind the education of each individual. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching-learning situations, healthy interactions in the classroom and healthy participation by students in lessons.

5.1.1 MENTAL HEALTH: - A mentally healthy teacher creates healthy teaching-learning situation. Mental health for a teacher is extremely important
not only for his own self but more for the sake of the students under his charge. A mentally unsound teacher is likely to make his students unhealthy. Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. The idea of mental health is complex and comprehensive.

Mental health may be better understood by its comparison with physical health. A person is said to be physically healthy when his/her body is functioning well and free from pains and troubles. Similarly a person is in good mental health when his/her mind or personality is functioning effectively and is free from emotional disturbances. A mentally healthy person is aesthetic, creative and dynamic, inspired by the values of Love and Truth, with a balance of reason and faith, effort and resignation and self as well as social needs. Mental health is a condition, which permits the maximum development of physical, intellectual and emotional states of the individual so that he can contribute maximum to the welfare of the society and can also realise his ideas and aims in life.

5.1.2 EMOTIONAL COMPETENCE: - The concept of emotional competence is rooted in the understanding of emotions as being normal, useful aspects of being human. Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behaviour is not avoided through fear of triggering some emotion. Emotionally competent pupil will express emotions appropriate to the situation.

Emotional competence is the ability to understand, manage and express the emotional aspect of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development. It is efficiency acquired by the individual to deal with emotional
situations effectively. It plays a vital role in the manifestation of human behaviour by which one attempts to deal with different emotive situations and meet his needs including the efforts to maintain a harmonious relationship with the environment.

A teacher can perform his real job only when he/she is mentally sound and emotionally stable. He/She has to play a crucial role in the school and society. This role is becoming more challenging in today's world. Thus knowledge and understanding of these concepts of mental health and emotional competence can make a difference in his/her profession.

5.1.3 STATEMENT OF THE PROBLEM: - “A STUDY OF MENTAL HEALTH AND EMOTIONAL COMPETENCE OF PROSPECTIVE TEACHERS OF HIMACHAL PRADESH IN RELATION TO THEIR GENDER, STREAM AND SOCIAL CATEGORY”

5.1.4 NEED AND SIGNIFICANCE OF THE STUDY: - In the present time, it has been felt and seen that the teacher of the 21st century is not mentally sound and emotionally stable. There are many factors which are affecting teachers’ mental health and emotionality. Job security, facilities, incentives, exploitation, lack of positive attitude, decision making, and working with associated members, unemployment and cultural variations are such factors which are responsible for teachers’ poor mental health and instability in the emotions.

That is why; taking into consideration these factors, the present study is a nice and wonderful effort to check the mental health and emotional competence of prospective teachers before entering into teaching profession. In case of poor and average mental health and emotional competence the investigator will try to suggest the means and measures to promote the mental health so that they will become emotionally stable.

This study will also proved a way for making teaching – learning process effective as this is directly associated with the well being of mind and psyche. The researcher will also suggest the programmes for improving the
teaching competency and making classroom teaching effective and fruitful. The results will be of immense importance in understanding the mental health conditions and emotional competence of would be teachers of Himachal Pradesh. Thus, the present study is purely significant.

5.1.5 OBJECTIVES OF THE STUDY: - To conduct the present study, the researcher had framed the following objectives:

1) To study and compare the ‘Positive-Self Evaluation’ component of Mental Health of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

2) To study double and triple interaction effects of :
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Positive-Self Evaluation’ component of Mental Health of prospective teachers.

3) To study and compare the ‘Perception of Reality’ component of Mental Health of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

4) To study double and triple interaction effects of :
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Perception of Reality’ component of Mental Health of prospective teachers.
5) To study and compare the ‘Integration of Personality’ component of Mental Health of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

6) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Integration of Personality’ component of Mental Health of prospective teachers.

7) To study and compare the ‘Autonomy’ component of Mental Health of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

8) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Autonomy’ component of Mental Health of prospective teachers.

9) To study and compare the ‘Group Oriented Attitude’ component of Mental Health of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

10) To study double and triple interaction effects of:
    a) Gender and Stream
    b) Gender and Social Category
c) Stream and Social Category
d) Gender, Stream and Social Category

on the ‘Group Oriented Attitude’ component of Mental Health of prospective teachers.

11) To study and compare the ‘Environmental Competence’ component of Mental Health of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

12) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

on the ‘Environmental Competence’ component of Mental Health of prospective teachers.

13) To study and compare the overall Mental Health of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

14) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

on the overall Mental Health of prospective teachers.

15) To study and compare the ‘Adequate Depth of Feeling’ component of Emotional Competence of prospective teachers with respected to:
   a) Gender
   b) Stream
c) Social Category

16) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Adequate Depth of Feeling’ component of Emotional Competence of prospective teachers.

17) To study and compare the ‘Adequate Expression and Control of Emotions’ component of Emotional Competence of prospective teachers with respect to:
   a) Gender
   b) Stream
   c) Social Category

18) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Adequate Expression and Control of Emotions’ component of Emotional Competence of prospective teachers.

19) To study and compare the ‘Ability to Function with Emotions’ component of Emotional Competence of prospective teachers with respect to:
   a) Gender
   b) Stream
   c) Social Category

20) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
d) Gender, Stream and Social Category
on the ‘Ability to Function with Emotions’ component of Emotional Competence of prospective teachers.

21) To study and compare the ‘Ability to Cope with Problem Emotions’
component of Emotional Competence of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

22) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Ability to Cope with Problem Emotions’ component of Emotional Competence of prospective teachers.

23) To study and compare the ‘Encouragement of Positive Emotions’
component of Emotional Competence of prospective teachers with respected to:
   a) Gender
   b) Stream
   c) Social Category

24) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the ‘Encouragement of Positive Emotions’ component of Emotional Competence of prospective teachers.

25) To study and compare the total Emotional Competence of prospective teachers with respected to:
a) Gender
b) Stream
c) Social Category

26) To study double and triple interaction effects of:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category
   on the total Emotional Competence of prospective teachers.

5.1.6 HYPOTHESES OF THE STUDY: - The following were the hypotheses of the study:-

1) Prospective teachers do not differ significantly in their ‘Positive-Self Evaluation’ component of Mental Health with respect to:
   a) Gender
   b) Stream
   c) Social Category

2) Prospective teachers do not interact significantly towards ‘Positive Self-Evaluation’ component of Mental Health with respect to:
   a) Gender and Stream
   b) Gender and Social category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

3) Prospective teachers do not differ significantly in their ‘Perception of Reality’ component of Mental Health with respect to:
   a) Gender
   b) Stream
   c) Social Category

4) Prospective teachers do not interact significantly towards ‘Perception of Reality’ component of Mental Health with respect to:
   a) Gender and Stream
   b) Gender and Social category
c) Stream and Social Category
d) Gender, Stream and Social Category

5) Prospective teachers do not differ significantly in their ‘Integration of Personality’ component of Mental Health with respect to:
   a) Gender
   b) Stream
   c) Social Category

6) Prospective teachers do not interact significantly towards ‘Integration of Personality’ component of Mental Health with respect to:
   a) Gender and Stream
   b) Gender and Social category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

7) Prospective teachers do not differ significantly in their ‘Autonomy’ component of Mental Health with respect to:
   a) Gender
   b) Stream
   c) Social Category

8) Prospective teachers do not interact significantly towards ‘Autonomy’ component of Mental Health with respect to:
   a) Gender and Stream
   b) Gender and Social category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

9) Prospective teachers do not differ significantly in their ‘Group Oriented Attitude’ component of Mental Health with respect to:
   a) Gender
   b) Stream
   c) Social Category

10) Prospective teachers do not interact significantly towards ‘Group Oriented Attitude’ component of Mental Health with respect to:
11) Prospective teachers do not differ significantly in their ‘Environmental Competence’ component of Mental Health with respect to:
   a) Gender
   b) Stream
   c) Social Category

12) Prospective teachers do not interact significantly towards ‘Environmental Competence’ component of Mental Health with respect to:
   a) Gender and Stream
   b) Gender and Social category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

13) Prospective teachers do not differ significantly in their overall Mental Health with respect to:
   a) Gender
   b) Stream
   c) Social Category

14) Prospective teachers do not interact significantly towards overall Mental Health with respect to:
   a) Gender and Stream
   b) Gender and Social category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

15) Prospective teachers do not differ significantly in their ‘Adequate Depth of Feeling’ component of Emotional Competence with respect to:
   a) Gender
   b) Stream
   c) Social Category
16) Prospective teachers do not interact significantly towards ‘Adequate Depth of Feeling’ component of Emotional Competence with respect to:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

17) Prospective teachers do not differ significantly in their ‘Adequate Expression and Control of Emotions’ component of Emotional Competence with respect to:
   a) Gender
   b) Stream
   c) Social Category

18) Prospective teachers do not interact significantly towards ‘Adequate Expression and Control of Emotions’ component of Emotional Competence with respect to:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

19) Prospective teachers do not differ significantly in their ‘Ability to Function with Emotions’ component of Emotional Competence with respect to:
   a) Gender
   b) Stream
   c) Social Category

20) Prospective teachers do not interact significantly towards ‘Ability to Function with Emotions’ component of Emotional Competence with respect to:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
d) Gender, Stream and Social Category

21) Prospective teachers do not differ significantly in their ‘Ability to Cope with Problem Emotions’ component of Emotional Competence with respect to:
   a) Gender
   b) Stream
   c) Social Category

22) Prospective teachers do not interact significantly towards ‘Ability to Cope with Problem Emotions’ component of Emotional Competence with respect to:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

23) Prospective teachers do not differ significantly in their ‘Encouragement of Positive Emotions’ component of Emotional Competence with respect to:
   a) Gender
   b) Stream
   c) Social Category

24) Prospective teachers do not interact significantly towards ‘Encouragement of Positive Emotions’ component of Emotional Competence with respect to:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

25) Prospective teachers do not differ significantly in their total Emotional Competence with respect to:
   a) Gender
   b) Stream
   c) Social Category
26) Prospective teachers do not interact significantly towards total Emotional Competence with respect to:
   a) Gender and Stream
   b) Gender and Social Category
   c) Stream and Social Category
   d) Gender, Stream and Social Category

5.1.7 DELIMITATIONS OF THE STUDY: - The study was delimited as follows:
1. The study was confined to the prospective teachers who were studying in the colleges of education located in Himachal Pradesh.
2. The study was restricted to the prospective teachers of science and arts academic streams only.
3. The study was restricted to the social categories of open and reserved categories only.
4. The study was confined to the prospective teachers of the session 2007-2008 only.

5.1.8 OPERATIONAL DEFINITIONS OF THE TERMS USED

Mental Health: - In the present study, mental health refers to the six components:
Positive Self – Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitude and Environmental Competence.
These components will be measured in the form of scores with the help of Mental Health Inventory developed by Dr. Jagdish and Dr. Srivastava.

Emotional Competence: - Emotional Competence refers to the five competencies Adequate Depth of Feeling, Adequate Expression and Control of Emotions, Ability to Function with Emotions, Ability to Cope with Problem Emotions and Encouragement of Positive Emotions and will be measured by scale ‘Emotional Competence Scale’, developed by Dr. H.C. Sharma and Dr. R. Bhardwaj.

Prospective Teachers: - In this study, prospective teachers are the teacher trainees undergoing regular pre – service training course of one year duration
in different educational institutions in Himachal Pradesh affiliated to Himachal Pradesh University, Shimla.

**Stream / Academic Stream:** - The academic stream consists of two types of streams –

- **Science Stream:** - Science Stream is concerned with the prospective teachers have passed graduation in medical or non – medical group.

- **Arts Stream:** - Arts Stream deals with the prospective teachers have passed graduation in English as language and either with other language and History, Geography, Music, Political Science, Economics, Sociology, Public Administration and other relevant subject in the related group.

- **Social Category:** - Social Category includes prospective teachers belonging to open and reserved categories.

- **Open Category:** - Open category prospective teachers refer to purely general category B.Ed. students according to the norms of State Government.

- **Reserved Category:** - Reserved category prospective teachers belong to Schedule Caste (SC), Schedule Tribes (ST) and Other Backward Classes (OBC) according to the norms of State Government.

**5.1.9 METHOD USED:** - The present investigation is a descriptive one in nature. Method is used keeping in view the objectives of the study. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena. They collect and provide the type of information of what exists with respect of variables or conditions in a situation.

**5.1.10 SAMPLE:** - The present study aims at determining the mental health and emotional competence of the prospective teachers. There are 71 B.Ed. colleges in Himachal Pradesh. The investigator selected 14 colleges at random from seven districts of the State Himachal Pradesh – Kangra, Hamirpur, Mandi, Shimla, Kullu, Una and Solan. The districts were selected conveniently by the researcher.
The method of random sampling was again adopted to select 1000 prospective teachers (500 male and 500 female) from the selected colleges during session 2007 – 2008.

5.1.11 VARIABLES

5.1.11 (a) Independent Variables: - These are also called stimulus or input variables. They operate either within a person, or within his environment to influence his behaviour. These are those factors, which are measured, manipulated or selected by the investigator to determine their relationship to an observed phenomenon. In the present study the independent variables were: Gender, Stream and Social Category.

5.1.11 (b) Dependent Variables: - These are also known ‘response” or ‘output’ variables. These are those factors, which are observed and measured to determine the effect of the independent variables. In the present study the dependent variables were mental health and emotional competence. Mental health components were positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental competence. Emotional competence components were adequate depth of feeling, adequate expression and control of emotions, ability to function with emotions, ability to cope with problem emotions and encouragement of positive emotions.

5.1.12 TOOLS EMPLOYED FOR DATA COLLECTION: - Keeping in view the requirements of effective research tools and for the assessment of mental health and emotional competence of prospective teachers following research tools were employed by the researcher to conduct his study.

(I) Mental Health Inventory (MHI)  [Dr. Jagdish and Dr. A. K. Srivastava]

(II) Scale of Emotional Competencies (EC-Scale)  [H. C. Sharma and R. Bhardwaj]

5.1.13 ADMINISTRATION OF THE TOOLS: - The researcher has administered the research tools to the target sample by establishing the
perfect rapport with the prospective teachers and explained the importance of the present research study in the teaching–learning process. The researcher also clarified the confused and difficult terms to the sampled prospective teachers as and when required.

5.1.14 SCORING: - In the M.H.I. scale, four alternative responses have been given to each statement i.e., Always, Often, Rarely and Never. 4 scores to ‘Always’, 3 scores to ‘Often’, 2 scores to ‘Rarely’ and 1 scores to ‘Never’ marked responses as to be assigned for true keyed (positive) statements whereas 1, 2, 3, and 4 scores for ‘Always’, ‘Often’, ‘Rarely’ and ‘Never’ respectively in case of false keyed (negative) statements. * Marked items are negative while remaining items are positive.

E. C.–Scale is a five point scale based on the lines of Likert having five alternatives to each item. Scoring of these five alternatives follow a system of 1, 2, 3, 4 and 5 from upper to lower end. The item wise scores are to be transferred the table given on the last page of the scale to obtain different competencies scores. The addition of the item scores horizontally will provide scores of the competencies for A, B, C, D and E separately. The obtained competencies scores are to be converted into Z – scores with help of the Table 3.6 given in chapter III. The addition of converted Z – scores for five competencies vertically will provide the score for emotional competence.

5.1.15 STATISTICAL TECHNIQUE USED: - For analysis and interpretation of the obtained data ‘Analysis of Variance’, (2 × 2 × 2 factorial design involving two levels of gender i.e., male and female, two levels of academic stream i.e., science and arts and two levels of social category i.e., general or open and reserved) was used by the investigator. The obtained values of ‘F’ ratios were interpreted by comparing them with the ‘F’ tables at 0.05 and 0.01 levels of significance.
5.2 CONCLUSIONS OF THE STUDY

1. Male and female prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Positive Self-Evaluation’ component of Mental Health. Further, significant double interaction effects were observed w.r.t. type of gender × stream, gender × social category and stream × social category.

2. Male and female prospective teachers of open and reserved categories differ significantly in their ‘Perception of Reality’ component of Mental Health. Further, significant double interaction effects were observed w.r.t. type of gender × stream and stream × social category.

3. Male and female prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Integration of Personality’ component of Mental Health. Further, significant double interaction effects were observed w.r.t. type of gender × stream and stream × social category.

4. Prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Autonomy’ component of Mental Health. Further, significant double interaction effects were observed w.r.t. type of gender × stream and gender × social category.

5. Prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Group Oriented Attitude’ component of Mental Health. Further, significant double and triple interaction effects were observed w.r.t. type of gender × social category, stream × social category and gender × stream × social category.

6. Prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Environmental Competence’ component of Mental Health. Further, significant double interaction effects were observed w.r.t. type of gender × stream, gender × social category and stream × social category.
7. Male and female prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their overall Mental Health. Further, significant double and triple interaction effects were observed w.r.t. type of gender × social category, stream × social category and gender × stream × social category.

8. Male and female prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Adequate Depth of Feeling’ component of Emotional Competence. Further, significant double interaction effects were observed w.r.t. type of gender × social category and stream × social category.

9. Male and female prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Adequate Expression and Control of Feeling’ component of Emotional Competence. Further, significant double and triple interaction effects were observed w.r.t. type of gender × stream, gender × social category, stream × social category and gender × stream × social category.

10. Prospective teachers of open and reserved categories differ significantly in their ‘Ability to Function with Emotions’ component of Emotional Competence. Further, significant double interaction effects were observed w.r.t. type of gender × stream.

11. Male and female prospective teachers belonging to open and reserved categories differ significantly in their ‘Ability to Cope with Problem Emotions’ component of Emotional Competence. Further, significant double interaction effects were observed w.r.t. type of gender × stream.

12. Male and female prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their ‘Encouragement of Positive Emotions’ component of Emotional Competence. Further, significant double interaction effects were observed w.r.t. type of gender × stream.

13. Prospective teachers of science and arts streams belonging to open and reserved categories differ significantly in their total Emotional
Competence. Further, significant double and triple interaction effects were observed w.r.t. type of gender × stream and gender × stream × social category.

5.3 EDUCATIONAL IMPLICATIONS

Every scientific research study bears some educational implications. The present research study being applied in nature has some important educational implications. The following are the educational implications of the study:

1. It is clear from the results of the study that female prospective teachers have more averaged mean score (M = 33.22) than their counterpart (M = 32.31) in the ‘Positive Self-Evaluation’ component of Mental Health. As per the norms of the Mental Health Inventory given in Tables 3.3 and 3.4 of chapter–III, female prospective teachers are found in ‘Good’ status (mean score lies between 33.13 to below 37.82) while male prospective teachers are categorized in ‘Average’ level (mean score lies between 29.10 to below 33.70). To increase the mental health of male and female prospective teachers to the highest level on positive-self evaluation, positive assistance, counseling for their productive study and for meeting various career challenges to make excellent teachers should be provided accordingly. Also, special seminars and guest lectures of the mental health experts should be organized by the concerned authorities during the B.Ed. course. This may be helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

2. It is clear from the results of the study that female prospective teachers have slightly more averaged mean score (M = 24.46) than their counterpart (M = 24.14) in the ‘Perception of Reality’ component of Mental Health. As per the norms of the Mental Health Inventory given in the tables 3.3 and 3.4 of chapter–III, male and female prospective
teachers are categorized in ‘Average’ status (mean scores lie between 22.07 to below 25.95 and 23.01 to below 26.97 respectively). To promote the mental health of male and female prospective teachers to the highest level on perception of reality, some practical work related to real life situations should be organised so that they can understand realities of life and think positively towards real life. Also, special seminars and guest lectures of the mental health experts should be organized by the concerned authorities during the B.Ed. course. This may be helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

3. It is clear from the results of the study that male prospective teachers have more averaged mean score (M = 35.85) than their counterpart (M = 32.40) in the ‘Integration of Personality’ component of Mental Health. As per the norms of the Mental Health Inventory given in the Tables 3.3 and 3.4 of chapter–III, male prospective teachers are categorized in ‘Average’ status (mean score lies between 32.44 to below 38.66) while female prospective teachers have ‘Poor’ status (32.86 to below 38.94). To promote the mental health of female prospective teachers to the highest level on integration of personality, various exhibitions, science fairs, educational tours and excursions should be organised so that they can interact with different personalities and get chance to express themselves. Also, special seminars and guest lectures of the mental health experts should be organized on the theme “Personality Development” by the concerned authorities during the B.Ed. course. This may be helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

4. It is clear from the results of the study that female prospective teachers have more averaged mean score (M = 17.21) than their counterpart (M = 17.04) in the ‘Autonomy’ component of Mental Health. As per the
norms of the Mental Health Inventory given in the Tables 3.3 and 3.4 of chapter–III, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 15.74 to below 19.04 and 15.10 to below 18.60 respectively). To promote the mental health of male and female prospective teachers to the highest level on autonomy, such action should be taken which may help in the development of their own potentialities and caliber rather than depend upon others. Also the teacher educators should give them chance to take decisions of their own in some important assignments. This may be helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

5. It is clear from the results of the study that female prospective teachers have slightly more averaged mean score (M = 32.74) than their counterpart (M = 32.63) in the ‘Group Oriented Attitude’ component of Mental Health. As per the norms of the Mental Health Inventory given in the Tables 3.3 and 3.4 of chapter–III, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 28.23 to below 33.37 and 30.58 to below 36.00 respectively). To promote the mental health of male and female prospective teachers to the highest level on group oriented attitude, extra –curricular and co–curricular activities, group competitions, cultural activities and educational one or two days trips should be organised by the B.Ed. college authorities to inculcate the values like co – operation, fellow feelings, sympathy, etc. This may be helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

6. It is clear from the results of the study that male prospective teachers have slightly more averaged mean score (M = 32.45) than their counterpart (M = 32.34) in the ‘Environmental Competence’ component of Mental Health. As per the norms of the Mental Health Inventory given
in the Tables 3.3 and 3.4 of chapter–III, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 31.35 to below 36.26 and 31.65 to below 36.14 respectively). To promote the mental health of male and female prospective teachers to the highest level on environmental competence, such workshops and exhibitions should be organized accordingly which may contribute to make effective use of the teaching-learning process and make it eco friendly. It may help in developing the ability of responsibility and capacity for adjustment in all types of environmental conditions. This may helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

7. It is clear from the results of the study that male prospective teachers have more averaged mean score (M = 173.66) than their counterpart (M = 172.36) in the overall Mental Health. As per the norms of the Mental Health Inventory given in the Tables 3.3 and 3.4 of chapter–III, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 157.01 to below 176.45 and 154.26 to below 175.14 respectively). To promote the overall mental health of male and female prospective teachers to the highest level, some suitable steps should be taken which may help in over-all development of the prospective teachers. Also some reformations in the B.Ed. curriculum may be made in order to make the prospective teachers more competent and efficient in the teaching–learning process. This may helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

8. It is clear from the results of the study that male prospective teachers have more averaged mean score (M = 55.85) than their counterpart (M = 53.79) in the ‘Adequate Depth of Feeling’ component of Emotional Competence. As per the norms of the Emotional Competence given in the Table 3.7 of chapter–III, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 40–59). To
promote the emotional competence of male and female prospective teachers to the highest level on adequate depth of feeling, they may be given chance to interact with each other through workshops and exhibitions which should be organized accordingly and may contribute to make effective use of the teaching-learning process. It may help in developing the ability of responsibility and capacity for adjustment in all types of emotional situations. This may helpful for teachers, administrators, educational planners and concerned authorities in making the teaching-learning process more effective.

9. It is clear from the results of the study that female prospective teachers have more averaged mean score (M = 55.47) than their counterpart (M = 52.80) in the ‘Adequate Expression and Control of Emotions’ component of Emotional Competence. As per the norms of the Emotional Competence given in the Table 3.7 of chapter–III, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 40–59). To promote the emotional competence of male and female prospective teachers to the highest level on adequate expression and control of emotions, they may be given chance to interact with each other through workshops and exhibitions which should be organized accordingly. It may help in developing the ability of responsibility and capacity for adjustment in all types of emotional situations. There should be provision in the B.Ed. program for emotional training of the prospective teachers so that they can react in the real classroom situations. This may helpful for teachers, administrators, educational planners and concerned authorities for the maximum utilization of making the teaching-learning process more effective.

10. It is clear from the results of the study that female prospective teachers have more averaged mean score (M = 52.45) than their counterpart (M = 51.78) in the Ability to Function with Emotions component of Emotional Competence. As per the norms of the Emotional Competence given in the Table 3.7, male and female prospective teachers are categorized in
‘Average’ status (mean scores lie between 40–59). So to promote the emotional competence of male and female prospective teachers to the highest level on Ability to Function with Emotions, they may be given chance to interact with each other through daily routine activities during the training program organized accordingly. It may help in developing the ability of reactivity and capacity for functioning in all types of emotional situations. There should be provision in the B.Ed. program for emotional training of the prospective teachers so that they can function in the real classroom situations. This may helpful for teachers, administrators, educational planners and concerned authorities for the maximum utilization of making the teaching-learning process more effective.

11. It is clear from the results of the study that male prospective teachers have more averaged mean score (M = 56.14) than their counterpart (M = 54.62) in the Ability to Cope with Problem Emotions component of Emotional Competence. As per the norms of the Emotional Competence given in the Table 3.7, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 40–59). So to promote the emotional competence of male and female prospective teachers to the highest level on Ability to Cope with Problem Emotions, they may be given chance to handle the emotional situations of the peers created by the teacher educators during the training program. Also the respective authorities may organize the seminars and guest lectures of the expert psychologists on the theme “Role of Emotions in teaching – learning process”. It may help in developing the ability of reactivity and capacity for functioning in all types of problematic emotional situations. There should be provision in the B.Ed. program for emotional training of the prospective teachers so that they can function in the real classroom situations. This may helpful for teachers, administrators, educational planners and concerned authorities for the
maximum utilization of making the teaching-learning process more effective.

12. It is clear from the results of the study that female prospective teachers have more averaged mean score (M = 59.26) than their counterpart (M = 54.92) in the Encouragement of Positive Emotions component of Emotional Competence. As per the norms of the Emotional Competence given in the Table 3.7, male and female prospective teachers are categorized in ‘Average’ status (mean scores lie between 40–59). So to promote the emotional competence of male and female prospective teachers to the highest level on Encouragement of Positive Emotions, the guest lectures of the expert psychologists should be organised to train them to motivate their students positively in the classroom situations. The techniques of the positive reinforcement should be communicated to the prospective teachers effectively so that they may encourage and motivate their students positively. This will help them in the personality make-up of themselves to ensure a meaningful and fairly well integrated life. This may helpful for teachers, administrators, educational planners and concerned authorities for the maximum utilization of making the teaching-learning process more effective.

13. It is clear from the results of the study that female prospective teachers have more averaged mean score (M = 275.35) than their counterpart (M = 273.84) in the total Emotional Competence. So to promote the emotional competence of male prospective teachers to the highest level on total Emotional Competence, all the five competencies should be developed in them through guest lectures of the expert psychologists which should be organised by the concerned college authorities. Also, the need and importance of the concept of emotional competence should be explained by the teachers in the regular classes of the training programme. This may helpful for teachers, administrators, educational planners and concerned authorities for the maximum utilization of making the teaching-learning process more effective.
5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A study may be conducted mental health of Bachelor degree college students studying in different areas of Himachal Pradesh.

2. A study may be conducted on mental health of high school students of tribal areas of Himachal Pradesh.

3. A study may be conducted on mental health and emotional competence of senior secondary school students of tribal areas of Himachal Pradesh.

4. A comparative study may be undertaken to study and compare mental health and emotional competence of teaching professionals with other technical professionals like MBBS, Engineering etc. of Himachal Pradesh.

5. A comparative study may be undertaken to study and compare mental health of postgraduate teaching professionals with other technical teaching professionals of Himachal Pradesh.

6. A comparative study may be undertaken to study and compare mental health of rural high school students and urban high school students of Himachal Pradesh.

7. A study may be conducted on emotional competence of graduate students of Himachal Pradesh.

8. A comparative study may be undertaken to study and compare emotional competence of TGT's and PGT's of Govt. and Non-Govt. schools of Himachal Pradesh.
9. A comparative study may be undertaken to study and compare emotional competence of postgraduate teaching professionals with other technical teaching professionals of Himachal Pradesh.

10. A study may be conducted to compare the mental health and emotional competence of prospective teachers/teachers of Himachal Pradesh with prospective teachers/teachers of other neighbouring States.

11. A study can be conducted on mental health and emotional competence of teacher educators of Himachal Pradesh.

12. A comparative study can be conducted on the mental health and emotional competence of teacher educators of Himachal with teacher educators of others States.