INTRODUCTION

Education is as old as the human race. It is a never-ending process of inner growth and development and its period stretches from the cradle to the grave. Education, in real sense, is to humanize humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. Through Education man develops his creativity, intelligence, thinking and reasoning, aptitude, positive sentiment, attitudes, skills, morality, sense of justice, good values and the individual becomes a well-balanced personality, aesthetically rich, culturally sound, emotionally stable, mentally alert, morally upright, physically strong and healthy, socially efficient, spiritually enlightened, vocationally self-sufficient and liberal. The entire life is education as it is continuous and dynamic process forever growing and society. Every country develops its own system of education to express and to promote its unique socio-cultural identity as well as to meet the challenges of the times. Human being is a precious natural resource. He needs to be cherished, nurtured and developed with tenderness and care. Throughout history, education has been playing vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man power for different levels of the economy. It is also the substrate on which research and development are based and the ultimate guarantee of national self-reliance. In essence, education is to be looked upon as a unique investment in the present and the future.

Man is living in an achievement oriented world, characterized by the never-ending mad race for achievement. He has conquered the unconquerable and reached levels beyond the wildest dreams of our ancestors. The bottom line of this race is only success. The ever-increasing ambitions, desires, competitions and maddening tensions have increased by leaps and bounds. In such a highly competitive milieu, education is assuming an increasingly important role in society and everybody desires to climb the ladder of successful performance as high as possible. As a result of this, parents have high expectations from their children, who remain under a lot of pressure to strive, aspire and achieve more and more. This is especially affecting the adolescents who are at a major threshold of life. At each and every stage in life, the academic record speaks for the individual. Whether it is for admission to a course, or entrance in a job, or scholarship or for further studies, good academic results remain to be a very important recommendation.

Academic achievement plays an important role in ones' life, because it pushes an individual towards his goal. It enables him to choose his vocation in this modern age of competition. It has also been noticed that individuals who perform academically higher also attain a high status in the society. The terms academic achievement, academic performance, academic aptitude, academic ability, academic aspiration, achievement potential, academic status, academic attainment, academic skills, academic knowledge level, grade point average and scholastic achievement are interchangeable. Performance refers to some method of expressing a student's scholastic standing. It indicates a grade for a course, an average for a group of courses in the subject area or an average for all courses expressed on a zero to hundred or other quantitative scale. It is an outcome of his mental and physical potential, besides the experiences he has gained in the process of exploration and learning. Achievement in education implies one's knowledge, understanding and skills in a specified subject or group of subjects. It is also believed as the progress made by students, after a period of training imparted by teachers in the school, college and training colleges. It is the outcome of the instruction provided to children in schools which is determined by the grades or marks secured by the students in the examination.

According to Agarwal (1980) achievement is the inclination of an individual to be concerned with, to plan and to Endeavour, for the successful acquisition of some standard of excellence in circumstances where the achievement has to be appraised positively or negatively. Achievement is the record of things that have been accomplished (test/examination scores etc.) and conceptualized as being the function of an individual's competence. The definition explained that knowledge attained or skills developed in the school subjects appear in the form of marks assigned by teacher. Bandura (1984) defined “achievement” as the performance of the students in the classroom situation which determines the extent to which the instructional objectives have been attained.” It is the knowledge attained and skills developed by the students during their academic career in the subjects which are assessed by the authorities with the help of teacher made or standardized tests. Achievement differs from student to student and from subject to subject. Factors for this differs also vary from person to person. Academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Obviously in the school/college/professional college, great emphasis is placed on achievement right from the beginning of formal education. The educational institute has its own systematic hierarchy which is largely based on achievement and performance rather than ascription. The educational institute performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out venues for advancement primarily in terms of achievement.

Over the past few decades, educationalists, school counsellors, psychologists, and social workers have started giving proper attention to study the factors influence the achievement of the pupils. Emotional Intelligence (EI) is relatively a new idea in popular culture. It has raised a very great deal of interest in the field of psychology, management and education. The term emotional intelligence was launched when people started to realize that a high Intelligence Quotient (IQ) is no guarantee against failure in everyday life. So if we want to succeed in life, we need to introduce our emotions very well. Mental Health is the ability to make adequate adjustments to the environment on the plane of reality. It is the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life. Mental Health depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy and effective human...
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<th>Title</th>
<th>Page No.</th>
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<td>59-60</td>
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</tbody>
</table>
being. It means the ability to face and accept the realities of life. Self-efficacy developed through processing information obtained mainly from four sources: enactive or mastery experience, vicarious experiences, social or verbal persuasion and physiological arousal (Bandura, 1997). Mastery experience, as the most powerful source of self-efficacy, pertains to individual's achievement or failure in doing a task. Verbal persuasion is obtained when an individual receives verbal encouragement about his/her capabilities to perform certain tasks and physiological and emotional states have to do with people's physical and affective condition during task completion. Self-efficacy has also been consistently associated with levels of persistence. Perceptions of self-efficacy play a major role in determining how well individuals perform academically. An adolescent personality continues to develop during the college years. It is a period of transition from dependency to independence. He/she still have a chance to learn how to love and be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to acquire knowledge and the tools of learning, the educational institute increases his capacity to make desirable adjustments and to find security and satisfaction. Success of college education depends upon large measures on how each young man or woman feels about his/her college experiences and home experiences. It makes an immense difference whether he/she acquired attitudes and habits favorable to his/her own better intellectual, social and emotional developments as a result of college experience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. In the field of psychology, education and allied sciences; a number of studies have shown that emotional intelligence, mental health and self-efficacy is not only influenced on psychological aspects and it influences on academic aspects the teacher trainees. (Darlinee, 1998; Linda, 2000; Ciarrochi Chan and Baggie, 2001; Asha, 2003; Devi and Mayuri, 2005; Walker, Mary Elizabeth Bunkson, 2006; Moher, Mad et al, 2007; Flanagan and Jenny Sue, 2008; Suresh Kumar, 2009; Gayet and Menopause, 2009; Singh Amit and Dinesh Kumar, 2011; Singh, 2012; Farah Malik and Sultan Shauji, 2013; Rani and Kaush, 2014; Harjot Kaur Dhatt and Sakshi Rishi, 2015; Gupta and Hemalata, 2015; Poonam Sharma et al, 2016 and Zelina Tra , 2016). The present study is an attempt to find out the impact of emotional intelligence, mental health and self-efficacy on academic achievement among teacher trainees.

OBJECTIVES

- To assess the influence of Emotional Intelligence on Academic Achievement among Teacher Trainees.
- To enquire the influence of Mental Health on Academic Achievement among Teacher Trainees.
- To examine the influence of Self Efficacy on Academic Achievement among Teacher Trainees.

Based on the above objectives, the following hypotheses are formulated for the present study.

HYPOTHESES

- There would be significant impact of Emotional Intelligence on Academic Achievement among Teacher Trainees.
- There would be significant impact of Mental Health on Academic Achievement among Teacher Trainees.
- There would be significant impact of Self Efficacy on Academic Achievement among Teacher Trainees.

SAMPLE

The population of the present investigation consisted of 1200 teacher trainees studying B.Ed., course and the colleges were selected randomly in and around Rayalaseema and Coastal regions of Andhra Pradesh. Purposive samplings were made. Out of 1200 subjects 500 were male and 600 were female teacher trainees from each category 600 teacher trainees from government and 600 were private colleges (both special and general B.Ed. courses) were taken into consideration. Psychological tools namely Emotional Intelligence Scale, Mental Health Status by Reddy and Self-Efficacy Scales was administered to subjects and finally 360 teacher trainees were constituted (based on the scores obtained by the subjects, the subjects are divided into high and low groups) for the present investigation and the particulars of the sample were shown in table-1.

Table: Distribution of the final sample of the Investigation.

<table>
<thead>
<tr>
<th>Self Efficacy</th>
<th>Emotional Intelligence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Mental Health</td>
<td>Mental Health</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>Good</td>
</tr>
<tr>
<td>Low</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>High</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

RESULTS AND DISCUSSION

Table-1 shows the teacher trainees with high emotional intelligence, good mental health and high self efficacy have secured high mean score (Mean of 125.15+126.56+125.74=125.81) and the teacher trainees with low emotional intelligence, poor mental health and low self efficacy have obtained low mean score (Mean of 112.12+119.79+120.52=120.44) on academic achievement. Also it shows that the teacher trainees with high emotional intelligence have good academic achievement (M=125.14) than the teacher trainees with low emotional intelligence (M=121.12). Teacher trainees with good mental health were possessed good academic achievement (M=126.56) than the teacher trainees with poor mental health.

Table-2: Means and SDs of Academic Achievement Scores.

<table>
<thead>
<tr>
<th>Self Efficacy</th>
<th>Emotional Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>Mental Health</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td>Low</td>
<td>114.04</td>
</tr>
<tr>
<td>Mean</td>
<td>20.86</td>
</tr>
<tr>
<td>SD</td>
<td>21.31</td>
</tr>
<tr>
<td>High</td>
<td>120.56</td>
</tr>
<tr>
<td>Mean</td>
<td>21.62</td>
</tr>
<tr>
<td>SD</td>
<td>24.83</td>
</tr>
</tbody>
</table>

Table-3: Summary of ANOVA for Academic Achievement Scores.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Sum of Squares</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence (A)</td>
<td>5801.90</td>
<td>1</td>
<td>5801.90</td>
</tr>
<tr>
<td>Mental Health (B)</td>
<td>3447.21</td>
<td>1</td>
<td>3447.21</td>
</tr>
<tr>
<td>Self Efficacy (C)</td>
<td>4257.34</td>
<td>1</td>
<td>4257.34</td>
</tr>
<tr>
<td>AXB</td>
<td>4766.94</td>
<td>1</td>
<td>4766.94</td>
</tr>
<tr>
<td>BXC</td>
<td>5336.10</td>
<td>1</td>
<td>5336.10</td>
</tr>
<tr>
<td>AXC</td>
<td>915.21</td>
<td>1</td>
<td>915.21</td>
</tr>
<tr>
<td>AXBXC</td>
<td>1612.90</td>
<td>1</td>
<td>1612.90</td>
</tr>
<tr>
<td>WSS</td>
<td>79731.38</td>
<td>352</td>
<td>226.51</td>
</tr>
<tr>
<td>Total</td>
<td>106467.99</td>
<td>359</td>
<td>--</td>
</tr>
</tbody>
</table>

** Significant at 0.01 level  * Significant at 0.05 level**
CONCLUSION:

Emotional intelligence, mental health and self efficacy are significantly related to academic achievement among teacher trainees. Teacher trainees with high emotional intelligence have good academic achievement than teacher trainees with low emotional intelligence. Teacher trainees with good mental health have good academic achievement when compared the teacher trainees with poor mental health and teacher trainees with high self efficacy have good in academic achievement than their counterpart part of teacher trainees with low self efficacy.

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Influence of Gender, Type of Management and Nature of Course on Mental Health

K. Viswanath* and S. Viswanatha Reddy**

ABSTRACT

The purpose of the study was to determine the influence of demographic variables such as gender, type of management and nature of course on mental health status. Mental Health Status inventory by Reddy was administered to assess the mental health status of the subjects (N=350). To test the hypotheses the collected data were analyzed using t test. Findings suggested that there is significant impact of demographic variables on mental health; female teacher trainees possessed good mental health; teacher trainees studying in private institutions were better mental health than teacher trainees from government institutions and teacher trainees (special B.Ed.) were exhibited good mental health than general B.Ed. Teacher trainees.

Keywords: Mental Health, Gender, Type of Management, Nature of Course and Teacher Trainees.

INTRODUCTION

Education is a powerful instrument of socioeconomic development of any nation. Education also constructs personality and beautifies it. A child conducts himself like an animal at the time of birth; at that time, he acts as inspired by his instincts. Education guides these instincts of his in order to provide maturity; it makes his behaviour, his conduct and his activities proper and socially useful. The world is becoming more and more competitive it results the individuals are lost their healthier environment and quality of health. Quality of health has become the key factor for personal progress in their mental health. Parents desire that their children should climb the ladder of performance as high as possible. This desire for high-level of achievement puts a lot of pressure on students, teachers and schools and in general on the educational system itself. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits.

The modern concept of health extends beyond the proper functioning of the body. It includes a sound, efficient mind and controlled emotions. Health is a state of being hale, sound or whole in body and mind. Man is an integrated psychosomatic unit, whose behavior is determined by both physical and mental factors. The word 'mental' usually implies something more than the purely cerebral functioning of a person; it also stands for his emotional-affective states, the relationship he established with others and a quiet general quality that might be called equilibrium in his socio-cultural context. Similarly 'health' refers to more than physical health. It connotes the individual's intrapsychic balance fit enough to be adjusting with the external environment and his social functioning. In common usage "mental health" often means both psychological well-being and mental-illness.

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Mental health is a normal state of well-being, a positive way but a quality of life. It is a condition which is characterized of the average person who meets the demands of life on the basis of his own capacities and limitations. The term "Mental Health" connotes a quality of wholeness and soundness. Wikipedia Dictionary (2010) explains the meaning of mental health as a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society and meet the ordinary demands of everyday life. Mental health is not mere absence of mental illness, but it is an active quality of individual's daily living. Mental health governs what an individual feels about others and his ability to face the realities of life. It is rooted in his ability to balance feelings, desires, ambitions, ideas and competence. The individual's condition or state of mental health continuously changes depending upon his own actions and the factors acting upon him. A mentally healthy person is expected to be a well-adjusted one, living in harmony internally as well as externally. He is expected to be quite happy and at ease with everyone in all spheres of life (home, school, college, work and society).

As a master of the society, he is expected to be productive and constructive. He is expected to be happy, contended, satisfied with a sense of subjective well-being, enjoying every bit of his life. World Health Organization (2004) viewed that mental health is a state of wellbeing in which the individual realizes his or her own abilities and 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. Mental health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or uniformity.

College life is a test of the mental health of a student, undergone a transition from dependency to independency. This test may bring out the weakness that he has previously been able to handle. Thus minor breakdowns as well as suicides and a social and anti-social behavior of the young college student have been attributed to their failure in transition from dependency to independency. Mental health is a command problem of modern life. The mental health needs of the adolescent of today can be judged from the increasing number of dropouts, drug addicts, delinquents, runaway from home and abond of emotional problems. Although the exact number children suffering from emotional problems is not known. Mental health is interrelated with other dimensions of health. In everyday living excessive anxiety, tension and worry lead to headaches, fatigue and inefficient thinking. These in turn can interfere with one's work and interpersonal relations. Life is full of ups and downs, successes and failures, victories and defects. Mental health is a lifelong process in which people strive for happiness during each new stage of life. It changes as a result of one's total experience.

Over the past few decades research findings showed that pupil's perception or attitude towards the gender, school/college environment, parental education, locality, stream, medium of instructions and nature of course has got considerable influence over their mental health. ([Das Mohapatra, 1990; Singh, 1993; Sinha and Bhan, 1996; Taaki and Kusuma, 1999; Rani, 2000; Chaudhary, 2001; Sunita Mujander, 2002; Colaroosi and Eccles, 2003; Asha, 2003; Sharma and Shruti, 2004; Sharma, 2004; Prabha, 2005; Albert, 2005; Ayodhya, 2006; Suresh, 2007; Rama Krishnan, 2008; Martin et al, 2009; Sudharani, 2009; Hameed and Tharia, 2010; Adhivesh and Sanmugam, 2011; Kamalakar, 2012; Ashok et al, 2013; Sandhya and Swarna, 2014; Joshiith and Prakash, 2014 and Nalini, 2014)). It is expected that these conditions will have some effect on the psychological well being of the adolescents, those who are in the process of their growth and development and pursuing their higher education. Keeping in this view, the present study is focused to examine the impact of gender, type of management and nature of course of the teacher trainees on their mental health status. The following objectives are formulated for the present study.
OBJECTIVES

1. To assess the influence of gender on Mental Health Status of teacher trainees.
2. To know the influence of type of management on Mental Health Status of teacher trainees.
3. To enquire the influence of nature of course on Mental Health Status of teacher trainees.

Based on the above objectives the following hypotheses were formulated for the present study.

HYPOTHESES

1. There would be significant difference between male and female teacher trainees with regard to their mental health status.
2. There would be significant difference between government and private college teacher trainees with regard to their mental health status.
3. There would be significant difference between general and special B.Ed. teacher trainees with regard to their mental health status.

MATERIAL AND METHOD

A bio data sheet was prepared seeking information about the respondent's gender, level of education and type of management are taken into consideration. Restandardized Mental Health Analysis developed by Reddy and Nagarathnamma (1992) was used to assess mental health status of the subjects. There are 100 items with two answers i.e., 'Yes' or 'No' to which the individual answers in the manner he/ she feels best. For Assets, number of 'Yes' responses and for Liabilities number of 'No' responses was scored. The sample of the present investigation consisted of 360 teacher trainees studying B.Ed., course and the colleges were selected randomly in and around Rayalseema and Costal regions of Andhra Pradesh and the sample included both sexes, organizations and nature of course in equal. The test administered to subjects and the collected data was subjected into statistical analyses, 't' test was employed to compare the groups and the results are presented in the following table.

RESULTS AND DISCUSSION

Table-I: Significance of the difference between the Means for Gender, Type of Management and Nature of Course on Mental Health Status of the Subjects (N=360).

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>180</td>
<td>61.47</td>
<td>11.85</td>
<td>6.65</td>
<td>0.01</td>
</tr>
<tr>
<td>Female</td>
<td>180</td>
<td>70.02</td>
<td>12.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>180</td>
<td>60.78</td>
<td>11.36</td>
<td>4.08</td>
<td>0.01</td>
</tr>
<tr>
<td>Private</td>
<td>180</td>
<td>66.05</td>
<td>13.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature of Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General B.Ed</td>
<td>180</td>
<td>68.65</td>
<td>13.32</td>
<td>4.65</td>
<td>0.01</td>
</tr>
<tr>
<td>Special Edn. B.Ed</td>
<td>180</td>
<td>63.56</td>
<td>12.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results presented in table I shows that female teacher trainees have better mental healthier than male trainees. The obtained ‘t’ value is significant at 0.01 level. Teacher trainees studying at
private colleges are better mental healthier than the trainees studying at government colleges (t= 4.08>0.01). When compare the general B.Ed. trainees with special B.Ed. trainees, the special B.Ed., trainees are better mental healthier than general B.Ed. trainees (t= 4.65>0.01).

CONCLUSION

Gender significantly influenced on mental health status of the teacher trainees. Female teacher trainees are better mental health than male teacher trainees; there is significant impact of type of management on mental health status of the teacher trainees, trainees studying in private colleges are better mental healthier than government college teacher trainees and nature of course also significantly influenced on mental health of teacher trainees; trainees who opted special B.Ed. are better mental healthier than general B.Ed. teacher trainees.

REFERENCES


