Education is considered to be an essential need of human being besides food, clothing and shelter. Education plays an important role in the economic and social development of the country and promotion of National integration. One of the fundamental aspects of education is importing of culture from one generation to another generation. The whole process of the education is shaped by the human personality called the teacher, who plays a pivotal role in any system of education. Teachers are considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. The very foundation of the social order rests on citizens who are taught and trained in the class room with or without walls. Education encompasses teaching and learning specific skills and also something less tangible, but more profound: the impact of knowledge, positive judgment and we developed wisdom. Education is a dynamic developmental process, which involves imparting knowledge, generating interest and curiosity, inculcating desirable attitudes, values, good habits, sound mind and developing essential skills to lead a well-adjusted life.

Academic achievement is one of the determinants of success in the life. Academic achievement refers to knowledge and skills gained from experience and achieved level of expertise or performance in a specific domain. Academic achievement of an individual is an outcome of his mental and physical potential, besides the experiences he has gained in the process of exploration and learning. Academic achievement is considered as a key to judge one’s potentialities and capacities. Achievement in education implies one’s knowledge, understanding and skills in a specified subject or group of subjects. Academic achievement plays an important role in ones’ life, because it pushes an individual towards his goal.

Emotional Intelligence refers to the skilfulness with which one can regulate the emotions of oneself and others. It is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. It is believed that Emotional Intelligence is the basis of all success in human life. Development of nation depends on its devoted citizens and these citizens are shaping in classroom so it is very clear that we need very devoted and sincere teachers to teach them. It is very important that only high emotionally intelligent peoples should come in this teaching profession. Being emotional
intelligent for a teacher is very important because students always follow their teachers. Emotionally intelligent teacher can handle the emotion of teenagers effectively. Our classroom settings demand that student teachers must learn how to appreciate and accept differences in emotional expressions and management among students. Emotions are an important part of one’s personality. They determine the nature and effectiveness of the pattern of social interaction and also contribute to the psychological wellbeing of an individual. If our prospective teachers are emotionally intelligent, they will be able to express their emotions positively without threatening students or other persons.

The declaration of the International Conference on Primary Health Care of Alma Ata, USSR, 1979, defines ‘health’ as a state of complete physical, mental and social well-being, and ‘mental health’ as the capacity of an individual to form harmonious adjustments to his social and physical environment. 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. 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 what he is able 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 easy 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. It describes either a level of cognitive or emotional well-being or an absence of mental disorder. From the perspectives of the discipline of Positive Psychology, mental health may include an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is the balanced development of the individual personality with his fellowmen. Mental health is a condition of psychological maturity, a relatively constant and enduring function of personality. It is a condition of personal and social functioning with a maximum of effectiveness and satisfaction and involves positive feelings and attitude towards the self and towards
others. Mental health is not exclusively a matter of relation between persons, it is also a matter of relation of the individual towards the community he lives in, towards the society of which the community is a part and towards the social institutions which for a large part guide to his/her life, determine his way of living, working, leisure, the way he earns and spends his money and the way he views happiness, stability and security. It plays its role not only in the lives of individuals, but also in the life of society. The term mental health does not refer to any one aspect of mental life or to any one dimension of human personality. It encompasses all the aspects of the individual’s adjustment with himself and others. If this adjustment is characterized by wholesome, personal, social, intellectual, emotional or philosophical orientations, the individual is deemed to have good mental health. Like physical health, mental health is also an aspect of total personality. If a person is well adjusted, he has good physical health, desirable social and moral nature and has harmonious personality.

Self-efficacy as a significant component of social cognitive theory refers to “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997). Self-efficacy developed through processing information obtained mainly from four sources: enactive or mastery experience, vicarious experiences, social or verbal persuasion and physiological arousal. Self efficacy, students will become more engaged in the activity, work harder and sustain high levels of effort even when obstacles are encountered. When they view a task as difficult, students with higher self-efficacy tend to be more persistent than the students with lower self-efficacy. The perceptions of self-efficacy play a major role in determining how well individuals perform academically. Thus self efficacy was a better predictor of positive attitudes to mathematics than was actual ability. Self efficacy also included a wide range of non-academic measures of adolescent functioning (e.g., depression, problem behaviours, moral disengagement, pro social behaviour and peer preferences) as well as academic achievement measures. Further research reveals that teachers with high self-efficacy have shown proof of applying effective teaching-learning strategies, flexible assessment strategies, peer tutoring and successful classroom management strategies (Martinez, 2003; Paneque and Barbetta, 2006). In contrast, pre-service teachers who did not have proper training and experience to deal with children in a diversified educational needs environment showed poor confidence in classroom management, providing individual support and offering educational accommodation. Besides, pre-service teachers’ efficacy belief increased when they had direct field level experience during their pre-
service course. Cakiroglu (2008) found that pre-service teachers have a preconceived belief in the teaching learning process that they experienced during their school age and therefore, teacher educators have to face the challenge of bringing them out of that preconceived mind set. Teachers who have a high level of self efficacy generally show positive attitudes towards education (Martinez, 2003) and also shown impact on the teachers' behavioural characteristics towards taking initiatives, decision making, keeping patience in the challenging environment and also improving students' motivation, as a consequence of which students turn into high achievers.

College life is a test of a student, undergoing a transition from dependency to independency. An adolescent personality continues to develop during the college years. He/she still have a chance to learn how to love and to 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 practicum experiences. It makes an immense difference whether he/she acquired attitudes, values, sense of justice 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.

Keeping the above views, the following objectives are setup for the present study.

OBJECTIVES
1. To assess the influence of emotional intelligence on academic achievement among teacher trainees.
2. To examine the influence of mental health on academic achievement among teacher trainees.
3. To find out the influence of self efficacy on academic achievement among teacher trainees.
4. To find out the impact of demographic variables such as gender, nature of course (general B.Ed. and special B.Ed.) and type of management (government and private) on academic achievement among teacher trainees.
HYPOTHESES

1. There would be significant impact of Emotional Intelligence on Academic Achievement among Teacher Trainees.
2. There would be significant impact of Mental Health on Academic Achievement among Teacher Trainees.
3. There would be significant impact of Self Efficacy on Academic Achievement among Teacher Trainees.
4. There would be significant interaction among Emotional Intelligence, Mental Health and Self Efficacy on Academic Achievement among Teacher Trainees.
5. There would be significant impact of gender on Academic Achievement among Teacher Trainees.
6. There would be significant impact of nature of course on Academic Achievement among Teacher Trainees.
7. There would be significant impact of type of management on Academic Achievement among Teacher Trainees.
8. There would be significant interaction among gender, nature of course and type of management on Academic Achievement among Teacher Trainees.
9. There would be significant impact of gender, nature of course and type of management on Emotional Intelligence, Mental Health and Self Efficacy (Component wise) among Teacher Trainees.
10. There would be significant interaction among gender, nature of course and type of management on Emotional Intelligence, Mental Health and Self Efficacy (Component wise) among Teacher Trainees.
11. There would be significant impact of emotional intelligence, mental health and self efficacy on academic achievement (methods) among Teacher Trainees.

POPULATION

The subjects of the present investigation are drawn teacher trainees doing the B.Ed., course (general and special education) in the region of Andhra Pradesh (Chittoor, Kadapa, Kurnool, Nellore, Krishna, East Godavari and Vizianagaram districts) of India. The subjects were in the age group of 21-25 years. 1200 students of government and private colleges were randomly selected from 40 colleges (20 governments and 20 private colleges). The sampling procedure was employed in the investigation was two stage one. At the outset, 40 colleges were identified in
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which the students who were studying both in general and special B.Ed., course. In
the second step with the permission of the head of the institution all the colleges
located for study have been visited and the lists of their students have been prepared
along with their personal details. Psychological tools namely emotional intelligence,
mental health and self efficacy inventories were administered to subjects and finally
360 teacher trainee students were selected (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- I.

Table- I: 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></td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>Mental Health</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>

VARIABLES STUDIED:

To test the hypotheses, the following variables are studied.

Independent Variables

Emotional Intelligence
Mental Health
Self Efficacy

Dependent Variable

Academic Achievement

Description of Tools

A bio-data sheet was prepared seeking information about the respondents’
Gender, Locality, Type of management, nature of course, type of family, education
and occupation of the parents etc.

1. Academic Achievement:

Marks obtained by the teacher trainees in their university annual exams
(theory paper marks) are to be collected from the college record and this constituted
the dependent variable scores.
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EMOTIONAL INTELLIGENCE SCALE (EIS)

The emotional intelligence of the subjects would be assessed by using emotional intelligence scale standardized by S.K. Mangal and Shubhra Mangal (2003), which consists of 100 items, divided into four sub-scales that measure of emotional intelligence. They are:

(a) Intra-personal awareness

It consists of 25 items to check one’s own emotions.

Positive- 6, 18, 19, 20, 23, 24, 25
Negative-1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 22,

(b) Inter-personal awareness.

It consists of 25 items to check the emotions of other people.

Positive-27, 28, 29, 31, 41, 42, 43, 44,
Negative-26, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 45, 46, 47, 48, 49, 50,

(c) Intra-personal management

It consists of 25 items to check how a person manages his own emotions.

Positive- 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 70, 71, 73, 74 & 75,
Negative- 57, 69 &72,

(d) Inter-personal management

It consists of 25 items to check how a person manages the emotions of other People.

Positive- 76, 79, 80, 81, 82, 84, 88, 89, 90, 96 & 99.
Negative- 77, 78, 83, 85, 86, 87, 91, 92, 93, 94, 95, 97, 98 &100.

Each respondent was directed to indicate his or her responses at either YES or No. The scoring is based on the following basis.

The Positive statements like Yes-1, No-0 &
Negative statements like No-1, Yes-0.

Among 100 items 48 are positive; (items - 6, 18, 19, 20, 23, 24, 25, 27, 28, 29, 31, 41, 42, 43, 44, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 70, 71, 73, 74, 75, 76, 79, 80, 81, 82, 84, 88, 89, 90, 96 and 99) and remaining 52 are negative items: items- 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 22, 26, 30, 32,33 , 34, 35, 36, 37, 38, 39, 40, 45, 46, 47, 48, 49, 50, 57, 69, 72, 77, 78, 83, 85, 86, 87, 91, 92, 93, 94, 95, 97, 98 and 100 )

On the whole higher the score indicates high emotional intelligence. The reliability of the instrument was established by test retest method (r = 0.81).
MENTAL HEALTH ANALYSIS (MHA)

Mental health status of the subjects would be assessed by using Mental Health status inventory re-standardized by the Reddy and Nagarathnamma (1994). The questionnaire consists of 100 items and the items are classified into two-broad categories 1. Assets and 2. Liabilities. Each of these categories is sub-divided into five categories having 10 items in each.

**Assets (50 items)**

- Close Personal Relationships: (A = 11, 13, 25, 26, 43, 67, 70, 83, 84 & 89)
- Inter-personal Skills: (B= 23, 24, 28, 54, 64, 71, 77, 78, 87 & 99)
- Social participation: (C= 37, 46, 51, 53, 60, 73, 75, 92, 94 & 98)
- Satisfying work and Recreation: (D= 2, 5, 14, 19, 34, 36, 66, 72, 85 & 95)
- Adequate Outlook and Goals:(E= 6, 15, 45, 47, 50, 59, 76, 80, 82 & 86)

**Liabilities (50 items)**

- Behavioral Immaturity: (L= 1, 8, 20, 21, 31, 38, 40, 55, 88 & 91)
- Emotional Instability:(M = 7, 9, 18, 32, 35, 39, 42, 52, 62 & 96)
- Feelings of Inadequacy:(N = 16, 22, 29, 33, 41, 44, 49, 79, 90 & 97)
- Physical Defects: (O = 4, 10, 12, 48, 57, 61, 65, 74, 81 & 100)
- Nervous Manifestations: (P= 3, 17, 27, 30, 56, 58, 63, 68, 69 & 93)

The responses are scored with the help of the prescribed key for components of Assets and Liabilities. For assets number of ‘YES’ responses are considered with one mark and for liabilities number of “NO’ responses are considered with one mark. Every individual gets two set of scores on the two components, namely Mental Health Assets and Mental Health Liabilities. Overall a high score indicates well in mental health status. A split half reliability of the inventory was established separately for assets and liabilities of the mental health inventory. The correlation for the two sub-divided tests was 0.79 and 0.59 for assets and liabilities respectively.

SELF - EFFICACY SCALE (SES)

The self-efficacy of the subjects would be assessed by using self-efficacy scale developed by Nazareth Amalraj and Mohan (2004). **Areas of the Scale**

The following of the areas included in the Self-Efficacy Scale.

(a) **Efficacy in learning.**

This area is meant to pin point the efficacy in learning the different subjects included in the B.Ed. curriculum. It consists of 13 items. (1-13)

(b) **Efficacy in teaching**

This is meant for measuring the efficacy of the B.Ed. trainees in teaching the students in the practice teaching schools. It consists of 12 items. (14-25)
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(c) Efficacy in facing the examination

This area measures the efficacy of the trainees in facing the university examinations. It consists of 9 items. (26-34)

(d) Efficacy in following the peer group members.

This area includes statements related to the efficacy of the trainees to follow their peer group members. It consists of 8 items. (35-42)

Scoring of the Statements

Each respondent was directed to indicate his or her responses at a five point scale. The scoring is based on the following basis. Strongly Agree -5, Agree -4, Neutral -3, Disagree -2, Strongly Disagree -1

Overall a high score indicates high self efficacy. Item validity was used to select the items. The test-retest reliability of the scale obtained is 0.68. This shows that the prepared Self-Efficacy Scale is a reasonably valid and reliable one.

Administration of the Tools

The subjects were tested in two sitting sessions in two days. In the first sitting during the first period in the morning section the subjects were selected randomly in a class (not more than fifteen subjects) and they were assembled in a room. Short introduction was given to the students and the students were encouraged to give responses honestly and frankly. The bio-data sheet was distributed to subjects and asked to fill the particulars. After completion of the bio-data the subjects were directed how to do the inventories. Doubts if any were cleared. The tests were administered in two sessions. In the first session the emotional intelligence and self efficacy questionnaires were administered. To make the student familiar with the test, the instructions were read with the test, to the group and the task of selecting the answer in terms of their importance were explained while the students were responding to the questionnaire. The time taken to complete the first sitting was approximately 120 minutes.

The second day i.e., in second session the mental health inventory was administered to the same group. The subjects who have taken in the first testing were requested to assemble again and distributed along with the responses sheets. They were instructed how to do the test as mentioned in the manual. Doubts if any were cleared. As soon as they finished, the booklets and the response sheets were collected. The students finished their second sitting in responding to the tests and the time taken to complete the second sitting was about 60 minutes. After the collection of these questionnaires and the responses sheets, they were subjected to scoring as per the scoring procedure described earlier.
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Socio-Demographic Variables

- Gender
- Nature of Course (General and Special B.Ed.)
- Type of Management

RESEARCH DESIGN

As there are three independent variables in the investigation and each variable is further classified into, 2 X2X2 factorial design was employed. Thus, Emotional Intelligence levels 2 (low & high), Mental Health levels 2 (poor & good) and self efficacy levels 2 (low & high) was employed.

STATISTICAL TECHNIQUES TO BE USED

The obtained data was treated statistically in order to test the hypotheses. The Means, SDs of the scores was calculated. To find out the influence and interaction effect of the variables, the data was subjected to ANOVA (Analysis of Variance) and ‘t’ test.