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RESEARCH PAPER

Mental Strain of Graduate Teacher Trainees

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Key words: *Anganwadis, Helpers, materialistic, Early Childhood Care Education (ECCE) etc.*

Abstract

The main purpose of this study was to investigate the mental strain of teacher trainees of graduate teacher training colleges. Survey method was used in this study. 250 male and female trainees from the teacher training colleges were included through randomized sampling technique in this study. A self-made Mental Strain Test was used as major instrument to obtain the data. Mean, S.D. and t-test statistics were used to analyze the data. The result of the t-test discovered that there was no significant difference between the mean scores of mental strain of Male and Female Graduate teacher Trainees and of Grant-in Aid and Non Granted colleges students. There was no significant difference between the mean scores of Mental Strain of Graduate teacher Trainees of East and West Zone.

KEY WORDS: Mental strain, Graduate Teacher trainees.

INTRODUCTION

Present era is called as a strain era because every person is trying to achieve his goal, fulfill his desire or trying to complete his aspirations. Every person is busy to achieve something in day and night. Every person feels strain, tension and frustration in different forms. Somebody feels strain about job, somebody about the future of his children, somebody feels strain about his marriage, and some others feel strain about property, land, cars, and go on struggling for the meals. However, there are some who cannot take delicious meals and are prohibited to take so many eatables. Maintain relationship in good manner is also strenuous in current times. Life changes in different ways. Sometimes we feel that there are many problems everywhere. These types of situations make person's life more painful. (Home and Rahe, 1967). In education, students also feels so many problems related to their educational

achievement, school and family environment, pocket money, relationship with their parents and friends and sometimes physical also. After a long journey of education, students enter in graduate course of teacher education. At this level they feel different types of strain like good marks or percentage in examination, internship, good job, especially in Government, life partner, family problems, financial problems etc. Some students are already married at that time and some others are at that stage of getting married. During the last two year from 2017 onwards B.Ed. courses duration has been increased. Now it will take two years to pass a B.Ed. course. Because of this, the fees is also doubled now. After completing two years and spending a lot of money, students also remain worried about jobs. The researcher's own experience has been like that in life. That has inspired him to conduct this research and to know, "Is there any significant difference about strain in male and female trainees or non-grant in aid or grated aid college trainees? Keeping these points in view, the researcher selected this topic.

STATEMENT OF A PROBLEM:

Mental strain of graduate teacher trainees.

DEFINING THE KEY WORD

"Response of the body to any situation is called strain"- Hence Selye (1976) "Strain in any event in which environment, external, internal or both, tax or exceed the adaptive resources of an individual"- **Lazaras and Launier (1978)**. "Strain is a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important"- **Robbins (1998)**. Strain is physical and mental situation of person. In the present study mental strain means the strain feel by Graduate teacher training trainees at the time of Graduate teacher training course. It includes percentage in examination, family, job, marriage or life partner and financial strain.

OBJECTIVES OF THE STUDY

- (1) To study the mental strain of graduate teacher trainees.
- (2) To study the effect of gender on the mental strain of graduate teacher trainees.
- (3) To study the effect of type of college on the mental strain of graduate teacher trainees.
- (4) To study the effect of zone on the mental strain of graduate teacher trainees.

VARIABLES OF THE STUDY

In the present study, the variable such as zone, type of college and gender are considered as the independent variable whereas mental strain is the dependent variable.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between the mean score of mental strain of male and female graduate teacher trainees.
2. There is no significant difference between the mean score of mental strain of graduate teacher trainees belonging to Grant-In-Aid and Non Granted colleges.
3. There is no significant difference between the mean scores of mental health of graduate teacher trainees belonging to East and West zone colleges.

LIMITATIONS OF THE STUDY

The area of the study which investigator has undertaken is too wide and so it is to be delimited:

1. This study is limited to East and West Zone of Ahmedabad city.
2. This study is limited to graduate teacher training colleges affiliated to Gujarat University only.
3. This study is limited to graduate teacher trainees with the current academic Year only.
4. This study is limited to Gujarati Medium graduate teacher Trainees College only.
5. This study is limited to pen and paper test information only.

POPULATION AND SAMPLE OF THE STUDY

The population of the present investigation includes all the graduate teacher trainees colleges affiliated of Gujarat University. The investigator applied Multi-Stage sampling technique appropriately. In the present study, the investigator took the sample of 250 trainees.

RESEARCH METHOD

In the present study, the investigator has adopted the **survey** method to collect the information regarding the Trainees' Mental Strain of Graduate teacher training colleges in relation to zone, type of college and gender.

TOOL OF THE STUDY

In the present study, the investigator developed self-made tool. It consists 40 items with three point scale like, *always, sometimes, never*. It included strain about percentage in examination, family, job, marriage or life partner and finance.

DATA COLLECTION

In the present study, the investigator used multi-stage sampling technique for data collection of 250 sample subjects. The principals of respective colleges were approached for getting permission and the investigator administered the self-made tool to the graduate teacher trainees.

ANALYSIS AND INTERPRATION OF DATA

In the present study, for testing the hypothesis, some statistics techniques were used by the investigator. That is mean, standard deviation and t-test for the analysis and interpretation of data.

Ho₁: There is no significant difference between mean scores of Mental Strain of Male and Female Graduate teacher Trainees.

TABLE NO.-1

Analysis of Mental Strain of Male and Female Graduate teacher Trainees

Group (Gender)	Mean (M)	Standard Deviation (S.D.)	t-test	Level of Significance
Male	17.67	4.68	0.14	N.S.
Female	17.59	4.40		

$$t_{cal} = 0.14 < t_{ab} = t_{0.05} = 1.96$$

From, table No.-1 it is evident that the $t_{cal} = 0.14$ is less than the $t_{0.05}$ level=1.96. This indicates that the t-value is not significant at 0.05 level of significance. Hence, the Null Hypothesis that **there is no significant difference between the mean scores of Mental Strain of male and female Graduate teacher Trainees** is not rejected at 0.05 level of significance. It means that there is no significant difference between the mental strain of male and female Graduate teacher trainees of higher than that of the Female Graduate teacher trainees. It means that

Male Graduate teacher trainees have good mental strain than the Female Graduate teacher trainees.

H₀₂: There is no significant difference between mean scores of Mental Strain of Graduate teacher Trainees of Grant-In Aid and Non Granted colleges.

TABLE NO.-2

Analysis of Mental Strain of Graduate teacher training Trainees of Grant-In Aid and Non Granted College

Group (Type of College)	Mean (M)	Standard Deviation (S.D.)	t-test	Level of Significance
Grant-in Aid	17.47	4.42	0.56	N.S.
Non Granted	17.78	4.65		

$$t_{cal} = 0.56 < t_{tab} = t_{0.05} = 1.96$$

From, table No.-2 it is evident that the $t_{cal}=0.56$ is less than the level= 1.96 . This indicates that the t-value is not significance. Hence, the Null Hypothesis that **there is no significant difference between the mean scores of Mental Strain of Graduate teacher trainees of Grant-In Aid and Non Granted College** is not rejected at .05 level of significance. It means that there is no significant difference between the mental strain of Graduate teacher trainees belonging to Grant-In Aid and Non Granted College. The mean score of mental strain of Non-Granted college Graduate teacher trainees is higher than that of the Grant-in Aid college Graduate teacher trainees. It means that Non-Granted college Graduate teacher trainees have more Mental Strain than Grant-in Aid college Graduate teacher Trainees.

H₀₃: There is no significant difference between the mean scores of Mental Strain of Graduate teacher Trainees of East and West Zone College.

TABLE NO.-3

Analysis of Mental Strain of Graduate teacher Trainees of East and West College

Group (Zone)	Mean (M)	Standard Deviation (S.D.)	t-test	Level of Significance
East	17.41	4.37	0.77	N.S.
West	17.79	4.65		

$$t_{cal} = 0.77 < t_{ab} = t_{0.05} = 1.96$$

From table no. 3, it is evident that the $t_{cal} = 0.77$ is less than the $t_{0.05}$ level=1.96. This indicated that the t-value is not significant at 0.05 level of significance. Hence, the Null Hypothesis that there **will be no significant difference between the mean scores of Mental Strain of Graduate teacher Trainees of East and West Zone College** is not rejected at 0.05 level of significance. It means that there is no significant difference between the Mental Strain of Graduate teachers Trainees belonging to East and West Zone colleges. The mean score of Mental Strain of West Zone of the Graduate teacher Trainees is higher than that of the East Zone Graduate teacher trainees. It means that West Zone Graduate teacher Trainees have more Mental Strain than East Zone Graduate teacher Trainees.

MAJOR FINDINGS OF THE STUDY:

1. The main purpose of the detailed study is to arrive at definite conclusions, which are as follows:
2. There is no significant difference between the mean scores of mental strain of Male and Female Graduate teacher Trainees.
3. There is no significant difference between the mean scores of Mental Strain of Graduate teacher Trainees of Grant-In Aid and Non Grant-in Aid colleges.
4. There is no significant difference between the mean scores of Mental Strain of Graduate teacher Trainees of East and West Zone.

SUGGESTIONS

Each and every study is unique in itself in relation to the research. The present study is related to the field of education and hence it sustains an educational implication. From the obtained findings, the investigator suggests some appropriate measures to improve the level of Mental Strain in future.

The following steps can be taken into consideration to improve the Graduate teacher training programme.

1. Special Training programme should be conducted for the severe Mental Strain of Graduate teacher training Trainees.
2. There is no significant difference between the East and West Zone colleges. In order to remove the mental strain of students, general programmes should be conducted for the Graduate teacher Trainees of the Graduate teacher training trainees of East and West colleges to release their mental strain.
3. No significant difference exists between the Mental Score of Graduate teacher trainees of Grant-In Aid and Non-granted colleges. Similar programmes should be conducted for the Graduate teacher trainees of both types of colleges.
4. Male and Female Graduate teacher Trainees do not differ in their Mental Strain hence similar programmes should be conducted for male and female Graduate teacher trainees to release their Mental Strain.
5. To release Mental Strain of Graduate teacher Trainees, different pre-service programmes, seminars, workshops and various educational programmes should organized.
6. Authorities should organize different kind of activities to release the Mental Strain of Graduate teacher Trainees like yoga, sports, picnic, music, painting, laughing clubs and games.
7. A teacher educator should behave like a friend, philosopher and guide for the trainees and try to solve their problems as much as possible.
8. Some guidance and counseling sessions with the help of the experts should be organize for trainees in each semester of Graduate teacher training course.

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