Review of related literature is a significant aspect of research work to know what others have learned from similar research situation and to help in the formation of hypothesis for the study. If conducted carefully and presented well, adds much to an understanding of the selected problems and help to place the results of a study in a historical perspective. Without review of literature, it would be difficult to build a body of accepted knowledge on an educational topic. An interpretive review of literature is exactly that a summary and synthesis of relevant literature on a research problem. A literature review is usually a critique of the status of knowledge on a carefully defined educational topic. The literature review enables a reader to gain further insight from the purpose and the result of a study. It also enables the investigator to locate the gaps and find the trends in research in a particular field the information about the design, sample and research tools. An investigator must be aware of the new researches conducted in the past and only then a researcher is in a position to contribute something in original. Fox (1969) pointed out; it becomes part of the accumulated knowledge in the field and so contributes to thinking and research that follows. Good (1972) has rightly remarked, “without a critical study of the literature, the investigator will be groping in the dark and perhaps uselessly, repeat the work already done. Therefore, to save time, energy and resources, it is necessary to understand a detailed and penetrating study about all available literature. Literature for a review includes many types of sources: professional journals, reports, scholarly books and monographs, government documents and
dissertations. It may include empirical research, theoretical discussion, and review of the status of knowledge, philosophical papers and methodological treatises. Related literature is that which is obviously relevant to the problem, such as previous research investigating the same variables or a similar question; references to the theory and the empirical testing of the theory; and studies of similar practices. New or little research topics usually require a review of any literature related in some essential way to the problem to provide the conceptual framework and a rationale for the study. Related literature may be found outside the field of education such as sociological research on small group interaction, political studies of voter behavior or psychological research on cognitive process. Related literature may also be in an educational context that is different from that of the research problem. A review of the literature enables a researcher to define and limit the problem, place the study in a historical and associational perspective, avoid unintentional and unnecessary replication, select promising methods and measures, relate the finding to previous knowledge and suggest further research.

The review of literature serves as a guide post to judge the quantum of the work done and perceive the gaps existing in the concerned field of research. A critical review of the literature enables the researcher to go into the greater details and wider applicability of the problem in hand so as to provide new ideas, explanation of hypothesis. The review promotes a greater understanding of the problem and its allied aspects and ensures that unnecessary and useless duplication is avoided. At the end we can say that review of literature is a significant aspect of any research work to know, what others have learned from similar research situation and to help in the formation of hypothesis for the study.

The present study is an attempt to know and compare teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and
female student-teachers in Secondary Teacher Education Institution of Jammu and Kashmir Divisions. The general trend shown by these studies can be considered while interpreting the results of the study.

The investigator, in this chapter, present a survey of major studies reviewed in the area along with a conceptual framework.

SECTION 1

Studies on Teaching Aptitude

Review of related studies on teaching aptitude indicates that it is associated with several attributes which are related to teaching profession. Studies point out the complex nature of teaching aptitude, related variables and extent of relationship between them. The reviewed studies related to teaching aptitude are given below:

Divyanshi, C. (2012) Can Females Teach Better Than Males? Teaching Aptitude of Teacher Trainees: A Correlational Study with Age, Previous Qualification, And Academic Achievement. This study examined the teaching aptitude of future teachers of Haryana. The teaching aptitude battery developed by Singh and Sharma (2011) was administered and teaching aptitude was found to be average, even though students scored significantly low on mental ability and adaptability components on the test. On correlating percentage in boards, on the basis of which students are granted admission in the institute, with teaching aptitude as well as with mental ability, a positive but weak correlation was found in both cases. No significant correlation was found between previous educational qualifications and teaching aptitude as well as between age. Furthermore, contrary to many of the previous studies, no statistically significant difference was found in the teaching aptitude of male and female student teacher trainees though, the female’s mean was higher than that for males.
Kaneez, F. & Syeda, H. (2011) Teaching Aptitude and Academic Achievement of B. Ed Trainee Teachers. This research aimed to study the aptitude of B. Ed trainee teachers towards teaching and academic achievement. The study was conducted at Aurangabad (M. S) On the sample of 143 trainee teachers. Teaching aptitude test battery by Dr. R. P. Singh and Dr. S. N. Sharma was used to study teaching aptitude and academic achievement was obtained from the college records. On the basis of findings, it may conclude that B. Ed trainees have above average level of teaching aptitude and high academic achievement. The co-efficient of correlation between teaching aptitude and academic achievement is positive and low. There is no significant difference between male and female B. Ed. trainees for both the variables.

Parveen, S. (2011) A Study of Teaching Aptitude in Relation to General Teaching Competency, Professional Teaching and Academic Achievement of B. Ed. Pupil Teachers. The main purpose of the study was to see relationship between teaching aptitude, general teaching competence, professional interest and academic achievement of B. Ed. pupil teachers. Further it looked into the effect of sex, discipline, general teaching competence and their various interactions on teaching aptitude. It was found that there was no significant effect of sex, discipline, general teaching competence and professional interest on teaching aptitude. It was further found that there is no significant effect of academic achievement on teaching aptitude.

Sajan, K. S. (2010) Teaching Aptitude of Teachers and Their Academic Achievements at Graduate Level. The present investigation aims at studying teaching aptitude of student-teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) is used to measure aptitude in
teaching. Analysis of the results show that majority of students have ample teaching aptitude. The female students are found to be significantly better than their male counter parts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching.

Rodger, (2007) Aptitude Treatment Interaction Between Teaching Clarity and Student Test Anxiety. The study examined the possible aptitude treatment interaction between teaching clarity and student test anxiety. Results revealed significant beneficial main effect for high versus low teacher clarity for both achievement motivation measures, but no aptitude treatment interaction between teacher clarity and student test anxiety.

Sharma, A. (2000) Teacher Attitude Towards Teaching Profession in Relation to Their Teaching Aptitude. The investigator in a study of teacher attitude towards teaching profession in relation to their teaching aptitude found that private school male teachers and govt. school male teachers do not differ significantly when teacher’s attitude is taken as dependent variable. He further found that govt. and private school teachers on sex dimension have same attitude towards teaching profession.

Sajan, K. S. (1999) A Study of Teaching Aptitude of Student-Teachers and Their Academic Achievement. The investigator conducted a study with the primary purpose to measure the teaching aptitude of student-teachers in general and with respect to different dimensions of teaching aptitude test battery and to see whether there exists any relationship between teaching aptitude of student-teachers and their academic achievement at graduate level. The study reveals that a dimension wise teaching aptitude reveals that highest scoring dimension is the professional information (75.81 %) and the least scoring one is the professional interest (50.21 %) The female student-teachers are found to score significantly high on teaching aptitude as
compared to their male counterpart. It was further found that there exists no substantial correlation between marks obtained in graduate level examination and teaching aptitude of student-teachers.

**Pushpulata, S. (1995) Aptitude of Over and Underachievers.** The investigator in a study on aptitude of academic achievers found that over achievers had excelled significantly higher than the under achievers in scientific aptitude whereas the latter had scored significantly higher than the former in composite aptitude scale. The attitudinal differentials in composite aptitude between over achievers and underachievers in terms of sex and stream had not been found significant on any count. He further found that over achievers and under achievers from urban and rural socio-cultural setting showed highly significant locale difference between the overachievers and underachievers ever groups except in sub urban locale.

**Patil & Deshmukh (1993) Relation Between Aptitude in Teaching and Teaching Efficiency of Pupil Teacher.** The investigator in a study of the relationship between aptitude in teaching and teaching efficiency of pupil teacher found that male and female pupil teachers differed significantly on their teaching aptitude in favour of the female pupil teachers. They further found that experienced and the inexperience pupil teachers also differ significantly on their teaching aptitude in favour of experienced pupil teacher with regard to teaching efficiency. The male and female experienced and inexperienced pupil teachers belonging to science and arts groups did not differed significantly.

**Pandya, R. K. (1993) A Study of Teaching Aptitude of Secondary School Teachers of Gujarat State in The Context of Some Psychosocial Variables.** Reliability of the test by test-retest, split-half and K. R. methods came to be 0. 74, 0. 80 and 0. 90 respectively. Predictive validity coefficients were 0. 78 and 0. 70 for Part 1 and Part 11 of the university examination. The female trainees were found to obtain significantly higher scores than their male
counter parts. There was no significant difference between the urban and rural trainees. The gender groups, SES groups, vocational aspiration groups, leadership groups, personality groups of the two extreme polarities were found to differ significantly on their teaching aptitude.

**Kumari, U. (1993) A Study of Behavior Pattern and Certain Character Traits of Prospective Teachers with High Teaching Aptitude and Low Teaching Aptitude.** The investigator found that all the three comparative groups (with high middle and low teaching aptitude) of prospective teachers were significantly different from one another. It was found that higher the level of teaching aptitude, the more was the ability of applying the sense of responsibility, loyalty and moral courage in concrete life situations. The prospective teachers with high level of teaching aptitude appeared to have greater ability of applying 'honesty' in the concrete life situation when compared with low teaching aptitude group, but no significant difference was observed when this differential group was compared with the middle level teaching group. On the other hand, middle level teaching aptitude group appeared to have more ability of applying 'honesty' in concrete life situations when compared with the low level teaching aptitude group.

The higher the level of teaching aptitude, the lesser was the value attributed to 'friendliness'. On the other hand, the lower the level of teaching aptitude, the higher was the importance attached to this trait, suggesting that when in conflicting state of mind, the prospective teachers with low teaching aptitude would probably give preference to friendliness in place.

**Kahlon, S. P. & Saini, S. K. (1989) Impact of Teacher Education On Teaching Aptitude.** The investigator found that various personality traits studied indicated significant difference in favor of fairness and co-operative attitude, followed by kindliness, moral character, wide interest, enthusiasm and patience respectively showing strengthening of these traits with the teaching of
various educational courses. The study further revealed that teaching of various educational courses affected the development of teaching aptitude. Academic achievement was significantly related to teaching aptitude.

**Meera, S. (1988) Relationship Between Teacher Behaviour and Teaching Aptitude of Teacher Trainees**, the investigator found that teacher talk ratio was significantly correlated with three of the teaching aptitude factors and total aptitude score. There was a significant negative correlation between silence, confusion ratio and the three aptitude factors and the total aptitude scores. Two of the aptitude factors namely mental ability and general information were significantly correlated with content error ratio. She further found that high aptitude group and the low aptitude group differed significantly in four behavior components. Teacher talk, teacher response and content emphasis were significantly higher in the high aptitude group.

**Donga (1987) A Study of the Adjustment of Trainees of Teacher Training College in Gujarat.** Teacher aptitude is not a factor to control the adjustment behavior of the student-teachers. The investigator found that teacher aptitude is not a factor to control the adjustment behavior of the student-teachers. The study also suggested that female teacher trainees are more adjusted than male trainees. Trainees of different colleges differed significantly in adjustment. Trainees coming from science faculty have the lowest adjustment.

**Sharma, R. C. (1984) Teaching Aptitude, Intellectual Level and Morality of Prospective Teachers.** The investigator found that about 75 percent of student-teachers were below average in aptitude and intellectual ability. An insignificant difference was found in teaching aptitude in sex wise and discipline wise comparison. He further found a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.
Adval, S. B. (1952) An Introduction into Qualities of Teachers Under Training. The investigator while working on “an introduction into qualities of teachers under training” found that female teacher trainees has greater aptitude in teaching than male teacher trainees.

The above mentioned literature related to teaching aptitude of prospective teachers suggest that a lot of research has been conducted to investigate the teaching aptitude of prospective teachers towards teaching profession, but unfortunately no specific research has been conducted in Jammu and Kashmir Divisions. Especially no study has been conducted to study the teaching aptitude of prospective teachers towards teaching profession in which independent variables like level of intelligence, mental health, attitude towards teaching, and choice of stream has been included. This study is a humble attempt to fill research gap in this specific area. The investigators strongly believe that a study of teaching aptitude of prospective-teachers and its correlations will be much helpful in identifying those factors that govern the behaviour of the prospective-teachers. It will also be useful in developing the predictive measures to be employed in selection of candidates for teacher training programme and to devise curriculum for them. The present study would enhance the teaching aptitude of prospective-teachers. Therefore, this study is justified.

SECTION 2

Studies on Level of Intelligence

Sharma, K. D. (2015) A Study of Correlation Between Emotional Intelligence and Attitude Towards Teaching of Prospective Teacher. In the present study the researcher found a negative relationship between variables, emotional intelligence and attitude towards teaching for the sun-samples so it
can be stated that prospective teachers having high emotional intelligence may have low attitude towards teaching.

Ghaonta, I. & Kumar, P. (2014) Emotional Intelligence as Related to Gender, Stream and Social Intelligence. This study aims to assess the social intelligence of prospective teachers in relation to their gender, stream and emotional intelligence. Initial sample of the study consisted of 400 prospective teachers on which Roqan emotional Intelligence Test (REIT) developed and standardized by Zainuddin (2005) and social intelligence scale developed and standardized by Chadha and Ganeshan (2009) were administered. The sample teachers were categorized into two extreme groups on the basis of emotional intelligence scores. Finally, the sample consisted of 136, prospective teachers i.e. 68 of each gender as well as 68 each stream of teacher education. Analysis of variance (ANOVA) was applied for data analysis. Significant differences were found in their social intelligence on the basis of their emotional intelligence. However, no significant difference was observed in the social intelligence of prospective teachers on the basis of their gender and streams.

Gupta, M. (2014) Emotional Intelligence of Prospective Teachers in Relation to Their Gender, Stream and Social Category. The study was conducted to assess the emotional intelligence of prospective teachers. A sample comprised of 400 prospective teachers (200 males, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved as well as 200 females, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved) from the selected colleges of education from H. P. For this purpose, data was collected using Roqan Emotional Intelligence Test by Prof. Roquiya Zainuddin and Anjum Ahmed. For analysis of the obtained data ‘Analysis of Variance’, (2x2x2) factorial design was used. The results indicated that Prospective teachers do not differ
and interact significantly in the Emotional intelligence with respect to their gender, stream and social category.

**Trivedi, S. D & Shakya, A. (2014) Emotional Intelligence of Prospective Teachers with Reference to Certain Biographical Factors.** The present research was conducted on prospective teachers to analyze their Emotional Intelligence in relation to Gender, Caste and SES. For the purpose a sample of 300 (150 males and 150 female) prospective teachers was selected from the B. Ed. Colleges affiliated to Bundelkhand University, Jhansi by using semi-probability sampling techniques. Emotional Intelligence Test constructed by K. S. Mishra and self-made General Information sheet were used to collect the data. Results revealed that the there is a significant difference in the mean of emotional intelligence scores of the male and female prospective teachers. The prospective teachers belong to GEN category scored high on emotional intelligence scale as compared to the OBC & SC prospective teachers. The levels of SES of prospective teachers do not cause significant variation in emotional intelligence.

**Dhillon, K. C. (2014) Intelligence, Teaching Attitude, Achievement in Graduation and Performance in B.Ed. Course of Prospective Teachers.** The main objective of the study was to assess the level of prospective – teachers’ intelligence, teaching attitude, achievement in graduation and performance in B.Ed. course. The sample of the study consisted of 525 student – teachers taken from 9 education collages of Panjab University., Guru Nanak Dev University, and Punjabi. University. The study concluded that the achievement of student- teachers at graduation level was quite well and their performance in B.Ed. course also was very satisfactory. Most of the students had average level of intelligence and teaching attitude. A significant difference was found in the intelligence level and B.Ed. marks of the students of the three
universities whereas there was not a significant difference in the teaching attitude and graduation marks of the student-teachers.

**Abdolvahabi, et. al., (2012) A Study of Emotional Awareness, Empathy and Self-efficacy of Prospective Teachers.** The investigators found that a significant relationship between emotional awareness, empathy, and self-efficacy. The results of variance analysis for regression research self-efficacy was significant according to emotional intelligent components.

**Antony, L. F. & Anne, J. L. F. (2012) Multiple Intelligence and Digital Learning Awareness of Prospective B. Ed. Teachers.** Study shows that age below 22 prospective B. Ed. teachers are better than the age above 22 in their verbal intelligence and naturalistic intelligence. But rural prospective B. Ed. teachers are better than urban prospective B. Ed. teachers in their verbal intelligence, logical intelligence, intrapersonal intelligence and multiple intelligence. But single family prospective B. Ed. teachers in their intrapersonal intelligence.

Whereas, below 22 prospective B. Ed. teachers are better than the age above 22 prospective B. Ed. teachers in their digital learning awareness and joint family prospective B. Ed. teachers are better than single family prospective B. Ed. teachers in their digital learning awareness. But there is no significant difference between rural and urban prospective B. Ed. teachers in their digital awareness and also there is no significant relationship between multiple intelligence and digital awareness of prospective B. Ed. teachers. So the findings conclude that younger aged prospective B. Ed. teachers are making themselves to good level of intelligence, skills and digital learning awareness; which is the positive sign of the better education of the nation.

**Latha, M. (2012) Emotional Intelligence Among Prospective Teachers.** This study is designed to find out the Emotional Intelligence among
prospective teachers. The sample of 200 B. Ed. trainees of Mandya city selected on the basis of gender, subject of study and type of institutions. The results of the study revealed that no significant difference found between two means,” t-test” was carried out.

Singaravelu, S. (2012) Emotional Intelligence of Student-Teachers (Pre-Service) At Primary Level in Pondicherry Region. The investigator in his study, “Emotional Intelligence of Student-teachers (pre-Service) at Primary Level in Pondicherry region” found that significant difference was observed in emotional intelligence between the groups regarding locality of the residence of Student-teachers, also significant difference was observed in emotional intelligence between the groups regarding marital status.

Blake, A. (2012) Intellectual Development of Teacher Education Students, found that significant position of high school and college students are not at the level of formal operation.

Ernest, et. al., (2010) The Relation Between Emotional Intelligence and Job Performance. The investigator studied the relation between emotional intelligence and job performance. The investigators classified emotional intelligence study into three streams (i) ability-based models that use objective test items; (ii) self-report or peer-report measures based on the four branch model of emotional intelligence; and (iii) mixed models of emotional competencies. The three streams have correlations ranging from 0.24 to 0.30 with job performance.

Gowdhaman & Murugan (2009) A Study of Emotional Intelligence Among B. Ed. Teacher Trainees. The investigators investigated the emotional intelligence among the B. Ed. teacher trainees and reported that the emotional intelligence of the B. Ed. teacher trainees is normal. The study considered eleven variables to study the effect of emotional intelligence among the B. Ed.
teacher trainees. Among the eleven variables gender, type of institution, age, religion and social service found to cause significant effect on emotional intelligence among the B. Ed. teacher trainees. The remaining seven variables do not cause any significant effect on the emotional intelligence.

Panda & Singhal (2009) A Study of Teachers Work Behaviour in Relation to Emotional Intelligence of Primary School Teachers. The investigators studied teachers’ work behaviour in relation to emotional intelligence of primary school teachers. Results indicated that emotional intelligence has positive effect on teacher’s work behaviour of primary school teachers. So, emotional intelligence of the primary school teachers is given priority in educational situations for development of quality teacher.

Chan, W. D. (2008) Emotional Intelligence, Self-Efficacy and Coping Among Chinese Prospective and In-Service Teachers in Hong Kong. The present study examined emotional intelligence (intra personal and interpersonal) and general teacher self-efficacy were assessed to represent personal resources facilitating active and passive coping in a sample of 273 Chinese prospective and in service.

Jackson & Christopher. W. (2008) An Analysis of Emotional Intelligence and Personality of Principal’s Leading Professional Learning Communication. The investigators examined the relationship between a principals’ emotional intelligence and personality and his or her ability to implement and develop professional learning communities within the school. The findings indicated that the principals possessed either near-average or above-average emotional intelligence.

Khan (2008) A Study of Influence of Socio-Economic Status On Emotional Intelligence and Academic Performance of Community College Students. The investigators studied the influence of socio-economic status on
emotional intelligence and academic performance of community college students. Findings suggested that parental guidance played an important role in fostering emotional intelligence. Additional learning initiatives such as tutoring, counseling and emotional well-being workshops are needed to improve students’ ability to withstand academic pressure and increase persistence.

Sparkman & Larry, A. (2008) A Study of Emotional Intelligence as A Non-Traditional Predictor of College Retention and Graduation. The investigators studied the emotional intelligence as a non-traditional predictor of college student retention and graduation. This research suggested that there is a statistically significant relationship predominantly between empathy, social responsibility, flexibility and impulse control and enrollment status and graduation status. Social responsibility was found to be the strongest positive predictor of graduation followed by impulse control and empathy. Flexibility proved to be negative predictor of both enrollment and graduation. The emotional intelligence subscales that positively predicted the cumulative college grade point averages of students were self-actualization, social responsibility and happiness. Independence and interpersonal relationship were negatively related to cumulative college grade point average.

Holt & Svetlana. (2007) Emotional Intelligence and Academic Achievement in Higher Education, explored the relationship between emotional intelligence and academic achievement in higher education. The positive findings of the study confirmed the existing studies which suggest that emotional intelligence contributes to and enhances cognitive abilities in college students.

Liang, Yao-Hui. (2007) The Relationship Between Personality Type and Emotional Intelligence in A Sample of College and University Faculty in Taiwan, identified the emotional intelligence skills and personality type
factors impacting faculty performance and success in post-secondary education. The results of the study showed the relationships between emotional intelligence and personality type of faculty in Taiwan. The study, however, failed to indicate a significant relationship between gender and emotional intelligence skills. When considering faculty member age, the current study also revealed a significant relationship between age and emotional intelligence skills.

Patil, B. & Kumar, A. (2006) Emotional Intelligence Among Student-Teachers in Relation to Sex, Faculty and Academic Achievement. The Investigator studied the emotional intelligence among student-teachers in relation to sex, faculty and academic achievement and found that there is no significant difference between emotional intelligence of male and female; science and arts student-teachers. No significant relationship was found between emotional intelligence and academic achievement of student-teachers.

Upadhyaya. (2006) A Study of Personality Traits of Emotionally Intelligent Student- Teachers. The present study examined the difference in personality traits of high and low emotionally intelligent student-teachers. Findings revealed that student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion and accepted path taken by most people. Teachers with high emotional intelligence are more competent and have more self-confidence, hardworking, help others in constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion.

Tassew, Zeodic, M. (1992) A Study of Classroom Verbal Behavior of Teacher Trainees in Ethiopia in Relation to Their Intelligence, Self-Concept and Attitude Towards Teaching, in their study found that the interaction between the levels of intelligence and types of attitude towards teaching was non-significant.

Budhi, S. M. & Sansanwal, D. N. (1991) Achievement of B. Ed., Students, Effect of Treatment, Intelligence & Attitude towards Teaching Profession and their Interaction, found that intelligence affect significantly the overall achievement of the students, whereas attitude towards the teaching profession did not.

Bar-On, R. (1966) A Cross Cultural Study of Emotional Intelligence Wellbeing and Quality of Life. An Israeli psychologist; who made the first commercially available test to measure ‘Emotional Quotient’ (EQ) defined emotional intelligence as ‘capabilities and skills that influence one’s ability to succeed in coping with environmental demands and pressures which directly affect one’s overall ‘psychological well-being.’

The perusal of above mentioned related literature to level of intelligence of student teachers suggest that a lot of research has been conducted to investigate the level of intelligence of prospective teachers, but unfortunately no specific research has been conducted in Jammu and Kashmir Divisions. Especially no study has been conducted to study the level of intelligence of male and female student teachers in which independent variables like mental health, choice of science and arts stream, teaching aptitude and attitude towards teaching has been included. This study is a fragile attempt to fill research gap in this specific area. The investigators strongly believe that a study of level of intelligence of student-teachers and its correlations with other variables will be much helpful in identifying the intelligence of student-teachers that will help them in future life because they are would be teachers. To know the level of
intelligence of student-teachers it will help in developing the predictive measures to be employed in selection of candidates for teacher training programme. The present study with the help of intelligence tests would bring how productive our student-teachers of Jammu and Kashmir Division are. Therefore, this study is justified.

SECTION 3

Studies on Mental Health

Uzman, E. Baki, B. (2015) Prospective Teachers Mental Health and Their Help-Seeking Behaviors. At the end of the study, in 40. 6% of the prospective teachers a high severity of distress was detected. The most commonly determined mental symptoms were depression and hostility. The teaching candidates had mostly referred to informal sources, but 39. 2% had not sought any help. For mental symptoms, they had mostly sought help informally from their mother or father and siblings, and formally from psychologists or psychiatrists. As factors inhibiting help-seeking, assumed inability of understanding, lack of faith in the possibility of help, and fear of being judged by peers, hesitation to accept help and lack of knowledge about where to look were related to mental symptoms.

Thakur, S. K. & Kumar, S. (2013) Mental Health as A Predictor of Emotional Competence of Prospective Teachers of Science in Himachal Pradesh. This paper reports on mental health as a predictor of emotional competence of prospective teachers of science. The present investigation is descriptive in nature. The study was carried on 120 prospective teachers of science from four districts of Himachal Pradesh. The investigator used Scale of Emotional Competence (SEC) developed by Sharma and Bhardwaj (1998) to measure emotional competence while Mental Health Inventory developed by Jagdish and Srivastava (1996) was used to study the mental health of
prospective teachers of science. The findings of the study revealed that prospective teachers of science belonging to general and reserved categories were significantly different in their emotional competence. No significant difference was found in the emotional competence of high and low mentally healthy prospective teachers of science. The study also reported that no significant interactional effects were found between the variables. The researchers have suggested the means to improve the mental health and emotional competence of the prospective teachers of science.

**Kumar, V. et. al. (2013) Study of Mental Health of Pupil Teachers in Relation to Their Gender and Locality** The finding of the study revealed that pupil teachers did not differ significantly in their mental health with respect to their gender and locality.

**Mundia, L. (2012) The Mental Health Profile of Student Teachers: Relevance to Teacher Education and in Identifying Potential Future Teacher Problem.** The finding suggest that the assessment could sensitize trainees regarding mental wellbeing issues and efforts in counseling the vulnerable, at-risk students and assist in promoting mental health among student teachers.

**Kale, P. (2011) Awareness of Mental Health Among Newly Admitted B. Ed. Students.** The researcher has applied survey method for collecting the data. The results reveal that there is great awareness about the mental health among newly admitted B. Ed. students.

**Chan, W. D. (2010) Stress, Self-Efficacy, Social Support, and Psychological Distress Among Prospective Chinese Teachers in Hong Kong.** Teacher stress, self-efficacy, social support, and psychological distress were assessed in a sample of 83 Chinese prospective teachers in Hong Kong. These teachers reported significantly higher levels of symptoms in somatic
problems, followed by anxiety and dysphoria. In exploring the role of personal and social resources in the stress-symptom process, neither self-efficacy nor social support mediated the impact of teacher stress on psychological distress. In contrast, social support moderated the influence of stress on distress in addition to the main effects of stress. While there were subtle differences when specific symptoms were considered, the high-stress/low-support group was most vulnerable. Self-efficacy and social support as protective factors for teacher stress management are discussed.

Reddy, V. S. (2010) Mental Health Status among Prospective Teachers. A study was carried out on 180 prospective student-teachers (graduation with B. Ed., and postgraduate with B. Ed.) to find out the effect of gender, level of education and type of management on mental health status. The sample represented both sexes with equal number. Mental health status of the subjects was assessed using Mental Health Inventory developed and standardized by Reddy and Nagarathnamma. Results revealed that irrespective of level of education, men are better mental healthier than women, prospective teachers of post-graduation and doing B. Ed. possess better mental healthier than the prospective teachers of doing B. Ed. with graduation and type of management have shown significant impact on their mental health status i.e., prospective student-teachers hailing from private colleges are better mental healthier than government and minority colleges.

T, Kang. & Chawla, A. (2009) A study of Mental Health and Academic Achievement of Adolescent boys and girls, in their study found that there is non-significant difference existed between mental health and academic achievement of adolescent boys and girls.

Broman, et. al., (2007) Aspiration Mental Health, in their study found that some expirations for the future differ substantially across race ethnicity. Most importantly aspirations are longitudinally associated with mental health.
and preliminary analysis suggests there are important differences in the patterns by the race ethnicity.

Chan W. D, (2003) **Hardiness and its role in the stress–burnout relationship among prospective Chinese teachers in Hong Kong.** Hardiness, teacher stress and burnout were assessed in a sample of 83 Chinese prospective teachers in Hong Kong. Teachers’ different responses to positively and negatively worded hardiness items suggested positive and negative hardiness reflecting stress resilience and stress vulnerability. Stress, positive hardiness, and negative hardiness all had main, independent and significant impact on emotional exhaustion and depersonalization, whereas only positive hardiness had significant main effect on personal accomplishment. There was only some suggestive evidence to support that negative hardiness mediated slightly the impact of stress on emotional exhaustion and depersonalization, and there was no evidence to support that positive hardiness or negative hardiness had stress-buffering effects on teacher burnout. Implications of the findings for preventive interventions to combat stress and avert burnout are discussed.

Owle, I. K. (1980) **Mental health Problems viewed by Prospective Teachers in a College of Education(Nigeria)** A study was conducted to assess mental health problems among prospective teachers in Nigeria. Marriage, death, mental health, alcohol & drug abuse were identified that teachers could better help their students with emotional problems. If they better able to understand their own problems.

Webb & Allen (1979) **Sex Difference in Mental Health.** The investigators in their study found that women tended to be less productive and evidenced more psychological distress than man. A modest correlation was found on the Taylor manifest Anxiety scale with women showing higher score.
The perusal of above mentioned literature related to mental health of student-teachers suggest that a lot of research has been conducted to investigate the mental health of student-teachers, but unfortunately no specific research has been conducted in Jammu and Kashmir Divisions. Especially no study has been conducted to study the mental health of student-teachers in which independent variables like choice of stream, level of intelligence, teaching aptitude and attitude towards teaching has been included. This study is an attempt to fill research gap in this specific area. The investigators strongly believe that a study of mental health of student-teachers and its correlations with other variables will be much helpful in identifying those factors which hamper the progress of student-teachers in Jammu and Kashmir Divisions. It will also be useful in developing the preventive measures to overcome the mental ailments of both male and female student-teachers, because mental health of the teacher laid more impact on the mental health of the students. The present study would bring about a substantial change in the behavior of student -teachers and evoke positive attitude towards teaching. Therefore, this study is justified.

SECTION 4

Studies on Attitude Towards Teaching.

Awan, A. S. (2015) Development of Attitude Towards Teaching Among Prospective teachers of Punjab Pakistan. The present study was aimed at exploring the effect of teacher training on the attitude of prospective teachers towards teaching. Findings of the study revealed that there is significant difference in attitude towards teaching before and after the B. Ed. but gender and locality has no effect on prospective teachers.

Kanti, S. K. (2013) A study of the relationship between Teacher Attitude & Teaching Aptitude of prospective Secondary School Teachers. The main purpose of the research was to study the relationship between
Teacher attitude and Teaching aptitude of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna University. Teacher attitude inventory by Dr. S. P. Ahluwalia and Teaching aptitude test developed by S. C Gakhar and Dr. Rajnish were used to measure the Teacher attitude and Teaching aptitude of the prospective teachers. The analysis and interpretation of the data was done by calculating the co-efficient of correlation. The major findings of the study were: 1) The Teacher attitude and Teaching aptitude have significant positive correlation 2) Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. 3) Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers.

**Gardner, S. (2013) Stress Among Prospective Teachers: A Review of the Literature** Student-teacher distress has the potential to impact on the individuals who are to become teachers, the profession and the education system. This review examines what is known of psychological distress among university students, teachers and student-teachers, the demands associated with their practical experiences and the known impact of psychological distress. A brief overview of contemporary stress management approaches is also presented. The reviewer contends that the potential problem for prospective teachers requires a holistic approach, beginning through understanding contemporary strategies available to individual university students, and preventative stress management programs provided within tertiary education, which may be made available to future student-teachers.
Kaur, K. D. et al., (2013) Teaching aptitude and attitude towards teaching as predictors of teaching skills of prospective teachers. The Study was intended to predict the Teaching Skills on the basis of Teaching Aptitude and Attitude towards Teaching. Sample of the study consisted of 100 Prospective Science Teachers from Colleges of Education having permanent affiliation with Punjab University Chandigarh. General Teaching Competence Scale by Passi and Lalitha (2009) Teaching Aptitude Test (TAT) by Gakhar and Rajnish (2009) and Teacher Attitude Inventory by Ahluwalia, (2006) were used to collect the data. The results of the study showed that Teaching Aptitude and Attitude towards Teaching conjointly predicted Teaching Skills significantly higher as compared to their separate prediction for Prospective Science Teachers.

Parvez, M. & Shakir, M. (2013) Attitudes of Prospective Teachers towards Teaching Profession. The progress of a country depends upon the quality of its teachers. They are called nation builders. A good principal, magnificent building, sound infrastructure and good curriculum are useless, if the teachers in any institution are not with positive attitude towards teaching. Teaching is a very respectable profession but even then, not all the teachers who are in this pious profession like it. Many prospective teachers join this profession not by choice but by chance or due to other reasons. They are disinterested towards teaching profession. They just take admission in B. Ed. course as second choice, if they fail to seek admission in first choice like M. B. A., or any other courses according to their liking and they are generally dissatisfied throughout the training period. This study was conducted to study the attitudes of prospective-teachers towards teaching profession. A sample of 180 prospective teachers, 90 from private and 90 from public institutions was taken through purposive convenient sampling method. “Teacher Attitude Inventory (TAI)” by Dr. S. P. Ahluwalia was used to collect the data. Mean, SD and t-test were used for the analysis of the data. Research findings revealed
that there is a significant difference in the attitudes of prospective teachers studying in private and public B. Ed. institutions. There is no significant difference in the attitudes of female and male, Muslim and Non-Muslim, science and social sciences prospective teachers towards teaching profession.

Shah, S. I. A. & Thoker, A. A. (2013) Teaching Attitude Towards teaching of Government and Private Secondary School Teachers. The investigators reported that there is significant difference between teaching attitude of government and private secondary school teachers, and government secondary school teachers have higher teaching attitude towards their teaching profession as compared to private secondary school teachers.

Arif, et al., (2012) personality and teaching: An investigation into Prospective Teacher’s Personality. It was found that the ratio of four personality traits (extraversion, agreeableness, conscientiousness, and neuroticism) was nearly same, but the ratio of openness personality trait is greater which means that the openness personality trait of prospective teachers is more dominant as compared to remaining four big personality traits. There was a significant difference between male and female 174 prospective teachers on their big five personality traits. Female prospective teachers got greater score on their big five-personality trait instrument as compared to male prospective teachers.

Kareem, U. et. al. (2012) Comparative Study of the Professional Attitudes of Prospective Teachers Recruited in Regular and Distance Education Programmes, reported that students enrolled in regular programmes show high levels of professionalism as compared to distance education students. Similarly, B. Ed. students enrolled in regular programmes showed the highest levels of professional attitude.
Sharma, S. & Dhaiya, P. (2012) Comparative Study of Attitude towards Teaching of Science and Arts of B. Ed. Students, found that (1) no significant difference between attitude of male and female B. Ed. students towards teaching profession, (2) Arts and Science B. Ed. students do not differ significantly in attitudes towards teaching, and (3) female B. Ed. Students were found to have most favorable towards teaching profession.

Nwanekezi, A. U. et. al, (2011) Attitude of Student–Teachers Towards Teaching Practice in the University of Port Harcourt Nigeria. A study was conducted to examine the attitude of student –teachers towards teaching practice in the University of Post Harcourt, Nigeria. The study was a descriptive survey, which sought to ascertain the attitude of student-teachers towards teaching practice. The study was conducted in the faculty of Education University of Post Harcourt. The sample comprised of 120 students who were on teaching practice in 2008/2009 session, 10 principals and 20 teacher of practicing schools were drawn by simple blotting. Three research questions and one hypothesis guided the study. The instrument for data collection was a 40 item questionnaire developed by the researchers. The instrument was validated and an internal consistency of 0. 87 (87%) was calculated using Cronbach Alpha techniques. Data was analyzed using means and analysis of variance (ANOVA) The findings revealed that if all the strategies for improving students’ attitude towards teaching practice would be adopted the student attitude towards teaching practice, no doubt, will be affected positively. Based on findings, recommendations were made among others that the Faculty should have a micro-teaching laboratory where the students will be well exposed to the rudiments of teaching before they should be sent to school for actual practice.

Guneyli, A. & Aslan, C. (2009) Effect of gender difference, effect of class and socio economic level on attitude toward teaching of prospective teachers. In the above study it was found that there is significant difference in
favour of female prospective teachers in relation to the gender. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level.

Baloglu & Karadag (2009) Teaching attitude of prospective teachers towards teaching profession and their coping strategies with stress. The study showed that there was a noticeable statistical meaningful relationship between student-teachers’ attitudes toward the teaching profession and some of their preferred coping strategies with stress.

Niyaz, A. (2007) A Study of Attitude of Student-teachers towards Teaching in Relation to Academic-Achievement. In his study found that there is no significant difference in the attitude towards teaching of student-teachers on the basis of medium of instruction of three level academic achievement. Further there is no significant relationship was found in the attitude towards teaching and academic achievement of average and low academic achievers as well as on the basis of medium of instruction.

Devi, N. S. (2005) A Study of Assessment of Attitude Towards Teaching, in her study found that there was no significant difference in attitude of student-teachers with under graduate and post graduate qualification towards teaching.

Asha, R. (2002) A Comparative Study of Attitude of towards Teachers Teaching Profession, in her study found that in government schools both male and female teachers possesses healthy attitude towards their teaching profession.

Bhalla, A. & Jajoo, U. N. (2002) Attitude of Teachers towards Teaching, in their study found that the main score was 3.80, which indicate a positive attitude. There was not much difference in attitude of teachers in
different groups. The positive attitude helps the teachers to be role model for the future generations of the students.

**Kumar, A. V. (1995) Attitude of Male and Female Student Teachers Towards Teaching Profession.** In a study the investigator found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession.


**Wienstien (1989) Teacher Education Student’s Preconceptions of Teaching.** The investigator examines teacher education student’s expectations about future teaching performance, their explanations for their predictions, and their descriptions of good teaching. Student tend to engage in “unrealistic optimism” and to demonstrate self-serving biases, perceiving as important for teaching those attributes that they themselves possess. When describing “a really good teacher”, students’ emphasis interpersonal/affective variable and downplay academic dimensions of teaching. These descriptions are compared with those of in service teachers. Results indicate that in service teachers also tend to emphasize interpersonal /affective variable.

**Srivastava & Madu, B. (1989) A Study of Teacher Education Programme of Lucknow University on Pupil Teacher Attitude and Teaching Efficiency.** The investigators found in their study that there was no significant change in the teacher aptitude of male post graduate student-teachers and the experienced female trainees as a result of the training.

**Nayak, G. (1988) A Study of Quality of Prospective Teachers and the selection procedure in practice for admission to the B. Ed,** found that there were 70% quality recruits as per the first three variables i.e. Motivation to
join B.Ed. course, attitude towards the school teaching profession and attitude towards children.

**Vyas, R. P. (1982) Relationship of selected Factors with Teaching Success of Prospective Teachers in Rajasthan.** The investigator studied the relationship of select factors with teaching success of prospective teachers in Rajasthan. It was found that female teacher trainees have positive and significant relationship between teachings effectiveness. But teaching success when assessed by “Teacher’s self-Rating Measure” found no relationship between teaching success and teaching aptitude of either male or female teachers.

The perusal of above mentioned literature related to attitudes of student teachers towards teaching profession suggest that a lot of research has been conducted to investigate the attitudes of student teachers towards teaching profession, but unfortunately no specific research has been conducted in Jammu and Kashmir Divisions. Especially no study has been conducted to study the attitudes of student-teachers towards teaching profession in which independent variables like type of mental health, level of intelligence, teaching aptitude and choice of stream has been included. This study is a humble attempt to fill research gap in this specific area. The investigators strongly believe that a study of attitude towards teaching of student -teachers and its correlations with other variables will be much helpful in identifying those factors that govern the behaviour of the student -teachers. It will also be useful in developing the predictive measures to be employed in selection of candidates for teacher training programme. The present study would bring about a substantial change in the attitude towards teaching of student -teachers community towards teaching. Therefore, this study is justified.
An Overview of Review of Literature

Regarding teaching aptitude, Divyanshi, C. (2012) no significant correlation was found between previous educational qualifications and teaching aptitude as well as between age. Furthermore, contrary to many of the previous studies, no statistically significant difference was found in the teaching aptitude of male and female student teacher trainees though, the female’s mean was higher than that for males. Kaneez. F. Syeda, H. (2011) on the basis of findings it may concluded that B. Ed trainees have above average level of teaching aptitude and high academic achievement. The co-efficient of correlation between teaching aptitude and academic achievement is positive and low. There is no significant difference between male and female B. Ed trainees for both the variables. Parveen, S. (2011) it was found that there was no significant effect of sex, discipline, general teaching competence and professional interest on teaching aptitude. It was further found that there is no significant effect of academic achievement on teaching aptitude. Sajan, S.K.D. (2010) The female students are found to be significantly better than their male counter parts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching. Sharma, A. (2000) the investigator in a study of teacher attitude towards teaching profession in relation to their teaching profession in relation to their teaching aptitude found that private school male teachers and govt. school male teachers do not differ significantly when teacher’s attitude is taken as dependent variable. He further found that govt. and private school teachers on sex dimension have same attitude towards teaching profession. Sajan, K. S. (1999) the female student teachers are found to score significantly high on teaching aptitude as compared to their male counterpart. It was further that there exists no substantial correlation between marks obtained in graduate level examination and teaching aptitude of student teachers. Pushpulata, S. (1995) the investigator in a study on aptitude of academic achievers found that over
achievers had excelled significantly higher than the under achievers in scientific aptitude whereas the latter had scored significantly higher than the former in composite aptitude scale. He further found that over achievers and under achievers from urban and rural socio-cultural setting showed highly significant locale difference between the overachievers and underachievers ever groups except in sub urban locale. Pandya, R. K. (1993) the female trainees were found to obtain significantly higher scores than their male counter parts. There was no significant difference between the urban and rural trainees. The gender groups, SES groups, vocational aspiration groups, leadership groups, personality groups of the two extreme polarities were found to differ significantly on their teaching aptitude. Updesh, K. (1993) the investigator in her study found that higher the level of teaching aptitude, the more was the ability of applying the sense of responsibility, loyalty and moral courage in concrete life situations. Patil and Deshmukh (1993) it was found that the experienced and the inexperienced pupil teachers also differed significantly on their teaching aptitude in favour of the experiences pupil teachers. With regard to teaching efficiency, the male and female, experienced and inexperienced pupil teachers and pupil teachers belonging to science and arts groups did not differed significantly. Kahlon, S. P. and Saini, S. K. (1989) The investigators found that various personality traits studied indicated significant difference in favor of fairness and co-operative attitude, followed by kindliness, moral character, wide interest, enthusiasm and patience respectively showing strengthening of these traits with the teaching of various educational courses. The study further revealed that teaching of various educational courses affected the development of teaching aptitude. Academic achievement was significantly related to teaching aptitude. Meera, S. (1988) the investigator found that teacher talk ratio was significantly correlated with three of the teaching aptitude factors and total aptitude score. There was a significant negative correlation between silence, confusion ratio and the three aptitude
factors and the total aptitude scores. She further found that high aptitude group and the low aptitude group differed significantly in four behavior components. Teacher talk, teacher response and content emphasis were significantly higher in the high aptitude group. Donga (1987) the investigator found that teacher aptitude is not a factor to control the adjustment behavior of the student teachers. The study also suggested that female teacher trainees are more adjusted than male trainees. Trainees of different colleges differed significantly in adjustment. Trainees coming from science faculty have the lowest adjustment. Sharma, R. C. (1984) the investigator found that about 75 percent of student teachers were below average in aptitude and intellectual ability. An insignificant difference was found in teaching aptitude in sex wise and discipline wise comparison. He further found a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers. Adval, S. B. (1952) It was found that female teacher trainees have greater aptitude in teaching than male teacher trainees.

Regarding the level of intelligence, Gupta, M. (2014) the results indicated that Prospective teachers do not differ and interact significantly in the Emotional intelligence with respect to their gender, stream and social category. Trivedi, S. D. Shakya, A. (2014) results revealed that there is a significant difference in the mean of emotional intelligence scores of the male and female prospective teachers. The prospective teachers belong to GEN category scored high on emotional intelligence scale as compared to the OBC & SC prospective teachers. The levels of SES of prospective teachers do not cause significant variation in emotional intelligence. Dhillon, K. C. (2014) Intelligence, Teaching Attitude, Achievement in Graduation and Performance in B.Ed. Course of Prospective Teachers. A significant difference was found in the intelligence level and B.Ed. marks of the students of the three universities whereas there was not a significant difference in the teaching attitude and graduation marks of the student- teachers. Abdolvahabi. et. al., (2012) found a
significant relationship between emotional awareness, empathy, and self-efficacy. The results of variance analysis for regression research self-efficacy was significant according to emotional intelligent components. Latha, M. D. (2012) the results of the study revealed that no significant difference found between two means. Singaravelu, S. (2012) found that significant difference was observed in emotional intelligence between the groups regarding locality of the residence of Student Teachers, also significant difference was observed in emotional intelligence between the groups regarding marital status. Blake, A. (2012) found that significant position of high school and college students are not at the level of formal operation. Ernest. et. al., (2010) studied the relation between emotional intelligence and job performance. The results of the study revealed that the three streams are positively correlated. Chan, W. D. (2010) These teachers reported significantly higher levels of symptoms in somatic problems, followed by anxiety and dysphoria. In exploring the role of personal and social resources in the stress-symptom process, neither self-efficacy nor social support mediated the impact of teacher stress on psychological distress. Gowdhanman and Murugan (2009) the result of the study revealed that among the eleven variables gender, type of institution, age, religion and social service found to cause significant effect on emotional intelligence among the B. Ed. teacher trainees. The remaining seven variables do not cause any significant effect on the emotional intelligence. Panda and Singhal (2009) teacher’s work behaviour in relation to emotional intelligence of primary school teachers. Results indicated that emotional intelligence has positive effect on teacher’s work behaviour of primary school teachers. Khan (2008) influence of socio-economic status on emotional intelligence and academic performance of community college students. Findings suggested that parental guidance played an important role in fostering emotional intelligence. Additional learning initiatives such as tutoring, counseling and emotional well-being workshops are needed to improve students’ ability to withstand academic
pressure and increase persistence. Holt (2007) explored the relationship between emotional intelligence and academic achievement in higher education. The positive findings of the study confirmed the existing studies which suggest that emotional intelligence contributes to and enhances cognitive abilities in college students. Liang (2007) identified the emotional intelligence skills and personality type factors impacting faculty performance and success in post-secondary education. The results of the study showed the relationships between emotional intelligence and personality type of faculty in Taiwan. The study, however, failed to indicate a significant relationship between gender and emotional intelligence skills. When considering faculty member age, the current study also revealed a significant relationship between age and emotional intelligence skills. Patil and Kumar (2006) found that there is no significant difference between emotional intelligence of male and female; science and arts student teachers. No significant relationship was found between emotional intelligence and academic achievement of student teachers. Upadhyaya (2006) findings revealed that student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion and accepted path taken by most people. Teachers with high emotional intelligence are more competent and have more self-confidence, hardworking, help others in constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. Tapia and Marsh (2001) found an overall significant main effect of gender and two-way interaction of gender. Budhi, S. M. & Sansanwal, D. N. (1991) found that intelligence affect significantly the overall achievement of the students, whereas attitude towards the teaching profession did not. Bar-On (1966) an Israeli psychologist; who made the first commercially available test to measure ‘Emotional Quotient’ (EQ) defined emotional intelligence as ‘capabilities and
skills that influence one’s ability to succeed in coping with environmental
demands and pressures which directly affect one’s overall ‘psychological well-
being.’

Regarding mental health, Uzman, E. Baki, B. (2015) At the end of the study, in 40. 6% of the prospective teachers a high severity of distress was detected. The most commonly determined mental symptoms were depression and hostility. The teaching candidates had mostly referred to informal sources, but 39. 2% had not sought any help. Reddy. V. S. D (2014) in his study results revealed that irrespective of level of education, men are better mental healthier than women, prospective teachers of post-graduation and doing B. Ed. possess better mental healthier than the prospective teachers of doing B. Ed. with graduation and type of management have shown significant impact on their mental health status i.e., prospective student teachers hailing from private colleges are better mental healthier than government and minority colleges. Thakur, S. K. and Kumar, S. (2013) in Their study revealed that prospective teachers of science belonging to general and reserved categories were significantly different in their emotional competence. No significant difference was found in the emotional competence of high and low mentally healthy prospective teachers of science. The study also reported that no significant interactional effects were found between the variables. The researchers have suggested the means to improve the mental health and emotional competence of the prospective teachers of science. Kumar, V. et. al., (2013) the finding of the study revealed that pupil teachers did not differ significantly in their mental health with respect to their gender and locality. Kale, P. (2011) The results reveal that there is great awareness about the mental health among newly admitted B. Ed. students. Mundia, L. (2010) the findings suggest that the assessments could sensitize trainees regarding mental wellbeing issues, aid efforts in counseling the vulnerable and at risk students and assist in promoting mental health among student teachers. Broman, et. al., (2007) in their study
found that some expirations for the future differ substantially across race ethnicity. Most importantly aspirations are longitudinally associated with mental health and preliminary analysis suggests there are important differences in the patterns by the race ethnicity. Chan W. D, (2003) There was only some suggestive evidence to support that negative hardiness mediated slightly the impact of stress on emotional exhaustion and depersonalization, and there was no evidence to support that positive hardiness or negative hardiness had stress-buffering effects on teacher burnout. Implications of the findings for preventive interventions to combat stress and avert burnout are discussed. Webb & Allen (1979) the investigators in their study found that women tended to be less productive and evidenced more psychological distress than man. A modest correlation was found on the Taylor manifest Anxiety scale with women showing higher score.

Regarding attitude towards teaching, Awan, A. S. (2015) Findings of the study revealed that there is significant difference in attitude towards teaching before and after the B. Ed. but gender and locality has no effect on prospective teachers. Kanti, S. K. D. (2013) The major findings of the study were: 1) The Teacher attitude and Teaching aptitude have significant positive correlation 2) Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. 3) Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers. Kaur, K. D. et. al., (2013) the results of the study showed that Teaching Aptitude and Attitude towards Teaching conjointly predicted Teaching Skills significantly higher as compared to their separate prediction for Prospective Science Teachers. Parvez, M. and Shakir, M. (2013) Research findings revealed that there is a significant difference in the attitudes of prospective teachers studying in private and public B. Ed. institutions. There is no significant difference in the attitudes of female and
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Conclusion about above cited review of literature regarding the variable like teaching aptitude, level of intelligence, mental health and attitude towards teaching.

All the studies cited above show that efforts in this direction have been in piece meals. There are two domains, cognitive domain and non-cognitive domain. When we look at the B. Ed. curriculum or the scheme of evaluation in vogue, we are evaluating the cognitive domain only. One of the important objectives of B. Ed. training is development of non-cognitive domain like leadership quality, scientific temper, attitude, aptitude, intelligence, creativity, personality, adjustment of student-teachers. But in our scheme it stands altogether ignored. So this study is the first of its kind which is evaluating the non-cognitive domain of the student-teachers.

The results of this study will show whether the training which student-teachers receive in these Secondary Teacher Education Institutions develop their personality, adjustment, mental health, level of intelligence, positive attitude and aptitude towards teaching. This will help us to design curriculum for teacher education where equal weightage will be given to cognitive domain and non-cognitive domain.