The present investigation is an attempt to study academic achievement in relation to academic stress, mental health and study habits among teacher trainees. In addition the impact of gender, locality and type of college on academic stress, mental health and study habits are also investigated.

**OBJECTIVES**

1. To examine the influence of Academic Stress on Academic Achievement among Teacher Trainees.
2. To investigate the influence of Mental Health on Academic Achievement among Teacher Trainees.
3. To enquire the effect of Study Habits on Academic Achievement among Teacher Trainees.
4. To find out the impact of demographic variables such as Gender, Locality and Type of Management on Academic Achievement among Teacher Trainees.

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

**HYPOTHESES**

1. There would be significant impact of Academic Stress 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 Study Habits on Academic Achievement among Teacher Trainees.
4. There would be significant interaction among the three independent variables - Academic Stress, Mental Health and Study Habits of Teacher Trainees.
5. Gender, locality and Type of Management would significantly influence on Academic Achievement among Teacher Trainees.
6. Gender, Locality and Type of Management would significantly influence on various components of academic stress among Teacher Trainees.
7. Gender, Locality and Type of Management would significantly influence on various components of mental health among Teacher Trainees.
8. Gender, locality and Type of Management would significantly influence on various components of Study Habits among Teacher Trainees.
9. There would be significant impact of academic stress, mental health and study habits on academic achievement (methods) among teacher trainees.

10. There would be significant positive relationship among Academic Stress, Mental health, Study Habits and Academic Achievement among teacher trainees.

10a. There would be significant relationship among Academic Stress, Mental health, Study Habits among teacher trainees.

10b. There would be significant relationship between Mental Health and Study Habits among teacher trainees.

Variables Studied

Independent Variables
- Academic Stress
- Mental Health and Study Habits

Dependent Variable
- Academic Achievement

POPULATION

The population of the present study comprised of 1200 B.Ed., teacher trainees and the colleges were selected randomly in and around Chittoor, Kurnool, Nellore, Prakasam, Kadapa, Guntur, Krishna and East Godavari districts of Andhra Pradesh. Purposive sampling technique was used. Subjects were divided into male and female teacher trainees from government and private colleges. Out of 1200 subjects, 591 were male and 609 were female teacher trainees. From each category, 600 teacher trainees from government and 600 from private colleges courses were taken into consideration.

Psychological tools namely academic stress, mental health and study habits inventories were administered to subjects and finally 400 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.

Description of Tools

A bio-data sheet was prepared seeking information about the respondents’ sex, locality, type of college, type of family, education and occupation of the parents etc.
**Summary and Conclusions**

**Scale for Assessing Academic Stress (SAAS)**

Scale for Assessing Academic Stress (SAAS) developed by Sinha, Sharma and Mahendra (2001) was used. This scale consist a 30 item self-report measure. The scale measures five independent factors of academic stress indicating expression of academic stress through different channels: Cognitive; Affective; Physical; Social and Interpersonal and Motivational. The subject has to choose yes answer for the presence of academic stress or no answer for the absence of academic stress. On the whole high score indicates high academic stress and low score indicates low academic stress.

**Mental Health Inventory (MHI)**

Mental health Analysis Questionnaire re-standardized by the Reddy and Nagarathnamma (1992) are used to assess the mental health status of the subjects. The questionnaire consists of 100 items and the items are classified into two-broad categories 1. Assets and 2.Liabilities.

Mental Health assets are attitudes, beliefs, aspirations, skills and achievement which contribute to a sense of well-being and which support progress towards realizing one’s fullest potentialities. These are sought to be amplified for promoting mental health. Mental health liabilities are threats to emotional security which impede the attainment of needs, satisfactions and directives. These threats are to be minimized or corrected for promoting mental health. Each of these categories is sub-divided into five categories having 10 items in each. Assets (Close Personal Relationships; Interpersonal Skills; Social participation; Satisfying work and Recreation and Adequate Outlook and Goals and Liabilities (Behavioral Immaturity; Emotional Instability; Feelings of Inadequacy; Physical Defects and Nervous Manifestations). In both categories a high score is desirable.

**Study Habits Inventory (SHI)**

Study habits inventory developed and standardized by Prabhakar(2006) was used in the present study. The inventory consisted of 63 items with eight areas. Each item of the inventory was arranged on a unipolar 5 point scale with responses- ‘Always’, ‘Often’, ‘Sometimes’, ‘Seldom’, and ‘Never’. The test is a combination of both positive and negative items. The inventory was set with eight areas: They are Reading Skills and Note Taking; Home Environment and Planning of Work; Planning of the Subject; Habits of Concentration; Preparation for Examination; Social
Summary and Conclusions

Relationships in Study; College Environment; General Habits and Attitude Towards Study. Among 63 items; items 33 items are positive statements and the remaining 30 statements are negative. On the whole higher the score indicates good study habits.

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 twenty subjects) and they were assembled in a room, along with their lecturer. Short introduction was given to the students and the students were instructed that these tests were no way concerned to their academic subjects and thus they 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 mental health inventory and academic stress 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 investigator checked them to find out whether the students were responding the questionnaires. The time taken to complete the first sitting was approximately 120 minutes.

The second day i.e., in second session the study habits inventory was administered to the same group. The subjects who have taken in the first testing were requested to assemble again. To them the questionnaire of study habits inventory were distributed along with the responses sheets. They were instructed how to do the test as mentioned in the manual. The instructions were read aloud to the group. 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 also 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.

Socio Demographic Variables

Gender,
Locality of Residence and
Type of College
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Research Design

The selected independent variables are three and as each variable is divided into two ways; a 2 X 2 X 2 factorial design was employed.

Statistical Techniques Used

The obtained data were subjected to statistical analysis such as means, SDs, and Analysis of Variance to test the hypotheses.

Summary and Conclusions

1. Academic Stress and Mental Health are significantly related to Academic Achievement among teacher trainees. Teacher trainees with low academic stress, good mental health and good study habits are good on their Academic Achievement.

2. There is significant interaction among the three independent variables - Academic Stress, Mental Health and Study Habits with regard to teacher trainees.

3. There is significant impact of academic stress (component wise and total components) on academic achievement. Teacher trainees with good study habits, good mental health and low academic stress are good on their Academic Achievement.

4. There is significant impact of mental health (component wise, total positive, negative and total components) on academic achievement. Teacher trainees with good mental health, good study habits and low academic stress are good on their Academic Achievement.

5. There is significant interaction among the three independent variables - Academic Stress, Mental Health and Study Habits (component wise) with regard to their Academic Achievement of teacher trainees.

6. There is significant influence of Gender, Locality and Type of Management on Academic Achievement of teacher trainees.

7. Male teacher trainees are good in their Academic Achievement than female teacher trainees.

8. Teacher trainees of urban areas are better in their Academic Achievement than teacher trainees hailing from rural areas.

9. Teacher trainees of private colleges are good in their Academic Achievement when they compared with their counterparts in government colleges.
Summary and Conclusions

10. There is significant interaction among Gender, Locality and Type of Management on Academic Achievement of teacher trainees.

11. Female teacher trainees exhibited more academic stress than male teacher trainees and teacher trainees studying in private colleges are having more academic stress than teacher trainees studying in government colleges.

12. Male teacher trainees are better mental health than male teacher trainees and urban teacher trainees are having better mental health than teacher trainees studying in rural areas.

13. Female teacher trainees, urban teacher trainees and teacher trainees studying in private colleges are good in study habits.

14. There is significant impact of methods of teacher trainees on their academic achievement.

15. There is significant and positive relation among mental health, study habits and academic achievement and negative relation between academic stress and academic achievement, academic stress and mental health and academic stress and study habits among teacher trainees.

Implications of the Study

The sample of the study is small though using systematic randomization procedure is still small. A similar study on a large sample may be attempted before the results could be generalized to all the rural and urban, government and private, religious, minority and private universities teacher trainees.

Academic achievement is influenced by good mental health, good study habits, positive attitude towards education and training of the teacher trainees. So introducing of spiritual, mental, moral education and yoga and exercises should be considered as compulsory part of curriculum with practical orientation which will enforced with a spirit of positive competition are some of the factors to improves the study skills, life skills, cultured life and all round development of personality.

Man a cognitive being, also an emotional being that determines the effective and efficient utilization of his cognitive abilities. Through introducing creative activities part of curriculum such as brainstorming, morphological analysis, questioning, encouraging lateral thinking, self-discovery, guided discovery and self-learning methods which will improve the morality and sense of justice.
Summary and Conclusions

Educational institutes inculcate the knowledge to students in the form of formal or informal teaching. But the teacher trainees are to be educated through teaching and training. So the college environment influences their attitudes, habits, mental health and quality of life. Effective teaching, creative work, constructive and co-operative activates with co-age group, socio cultural activities in college and association with social hierarchy are definitely influences the students to promote pro-behavior and positive life styles.

Teacher educators play a vital role in determining the mental health and attitude towards teaching profession. Teacher educators are the only trained and professional persons; who have regular contacts with the students. Teachers are not well equipped with the techniques to counsel and guide the academic problems of the students. Refresher courses and workshops should be organized for teacher educators-cum-teacher trainees to make them aware in the area of academic problems and academic adjustment.

Teacher trainees’ part of their training course is involving in teaching learning activities with limited days. It is recommended to enhance the number of working days part of their teaching practice and instructed to work at different schools will definitely influence their perception positively towards teaching styles, adjustment with academic environment, adaptation of curriculum relevance to society, adjust with hierarchy and promotes sound mind.

Suggestions for Further Research

1. A similar study may be undertaken on a large sample covering the Andhra Pradesh State.
2. A comparative study may be carried out the teacher trainees studying in regional institute of education, teacher trainees who opted special education and teacher trainees studying in exclusive colleges.
3. The present investigation may be extended to include some psychological factors viz., emotional intelligence, locus of control, creativity, self-efficacy, academic adjustment in relation with academic achievement.
4. Another study could be made by comparing the teacher trainees studying in co-educational and non-co-educational colleges, tribal colleges, traditional universities, religious universities, private universities, language pundits and DIET teacher trainees.
Summary and Conclusions

5. A preventive and remedial programme may be designed to enhance the pro
habits and quality of life.

6. The present study limited to 600 prospective teachers. So the findings cannot be
generalized.