Chapter – I

Introduction
Introduction

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

In English the term ‘Education’ has been derived from two Latin words ‘Educare’ (Educere) and ‘Educatum’. Educare means to train or mould. It again means to bring up or to lead out or to draw out, propulsion from inward to outward. The term Educatum denotes the act of teaching. It throws light on the principles and practice of teaching. The term Educare or Educere mainly indicates the development of latent faculties of the child. In Hindi, the term ‘Siksha’ has come from the Sanskrit word ‘Shash’. Shash means to discipline, to control, to order, to direct, to rule etc. Education in the traditional sense means controlling or disciplining the behavior of an individual. In Sanskrit ‘Shiksha’ is a particular branch of the Sutra literature, which has six branches - Shiksh, Chhanda, Byakarana, Nirukta, Jyotisha and Kalpa. The Sutra literature was designed to learn the Vedas. Siksha denotes rules of pronunciation. There is another term in Sanskrit, which throws light on the nature of
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education. It is ‘Vidya’ which means knowledge. The term ‘Vidya’ has originated from ‘Bid’ meaning knowledge. If we mention certain definitions of education of great educators of the East and the West, we may have a clear picture of the nature and meaning of the term education.

By education I mean an all-round drawing out of the best in child and man’s body, mind and spirit.

Mahatma Gandhi

Education is the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out.

Swami Vivekananda

The highest education is that which does not merely give us information but makes our life in harmony with all existence.

Rabindranath Tagore

Education according to Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.

Radha Krishnan

Education is something, which makes a man self-reliant and self-less.

Rigveda

Education is that whose end product is salvation.

Upanishada

Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.

Plato

Education is the creation of sound mind in a sound body. It develops man’s faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.

Aristotle

Education is the child’s development from within.

Rousseau
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Education is the harmonious and progressive development of all the innate powers and faculties of man- physical, intellectual and moral.

*Pestalozzi*

Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external.

*Froebel*

Education is the development of good moral character.

*Herbert*

Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities.

*John Dewey*

In narrow sense, education may be taken to mean any consciously directed effort to develop and cultivate our powers.

*Mackenzie*

Education is a process in which and by which knowledge, character and behavior of the young are shaped and moulded.

*Drever*

Education in its widest sense includes all the influences, which at upon an individual during his passage from cradle to the grave.

*Dumvile*

Education is identified as “the process of receiving or giving systematic instruction, especially at a school or university.”

*Merriam Webster Dictionary*

According to Hornby (2000), education is a process of training and instruction, especially of children and young people in schools and colleges designed to give knowledge and develop skills.

The different meanings and definitions of education as given above lead us to the conclusion that education should have a comprehensive definition. Thus, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process; which brings about the development of the individual to the fullest extent and also the maximum
development of society in such a way that both enjoy maximum happiness and prosperity. In short, education is the development of individual according to his needs and demands of society, of which he/she is an integral part. The above remarks of different educators highlight the following special features of education:

- Education is both unilateral as well as bi-polar in nature.
- It is a continuous process.
- It is knowledge or experience.
- It is development of particular aspects of human personality or a harmonious integrated growth.
- It is conducive for the good of the individual or the welfare of the society.
- It is a liberal discipline or a vocational course.
- It is stabilizer of social order, conservator of culture, an instrument of change and social reconstruction.

**Education as Formation of Mind**

Education as formation tries to form the mind by a proper presentation of materials. It is formation of mind by setting up certain association or connection of content by means of a subject matter.

**Education as Preparation**

Education as preparation is a process of preparation or getting ready for the responsibilities and privileges of adult life-preparation for “complete living”, this theory is the outcome of modern scientific tendency in education and has for its exponents men like Herbert Spencer, T. H. Huxley and others.

**Education as Mental Discipline**

The theory of mental discipline is a traditional concept of education. It was in vogue in the Western countries for many centuries. It is still highly popular even today in our country. According to this theory, the process of learning is more important than the thing learned. This theory is based upon the traditional “Faculty Theory” of psychology according to which the mind is divided into a good number of separate faculties such as memory, attention, reasoning, imagination, perception, thinking judgment etc. Johan Locke was the classic representative of this theory. The outer world presents the material or content of knowledge, through passively received sensations. After the simple stuff of experience is furnished by the senses, one’s ideas, judgments, etc. are formed through the perfection of intellect.
Origin of Teacher Training

Teacher training has its birth during the British period. Around 1802, William Carey set up a normal school for primary teachers at Serampur of West Bengal. The Calcutta School Society established in 1819, took early steps to train teachers. The need for teacher’s training drew attention of Sir Thomas Munro, Governor of Madras. In his minutes of 10th March, 1826; he observed no progress in education can be made without a body of better instructed teachers. He further recommended the establishment of central school of educating teachers. The Calcutta Ladies Society also organized a training class in 1828 for women teachers in the Calcutta Central School for girls. In 1829, the Native Education Society of Bombay started training for primary teachers. Initially, most of the institutions and organizations were started to train teachers for primary schools. Later the need for training secondary teachers attracted the attention of the new Department of Education, established in 1855. Thus, many efforts were made to increase and improve teacher’s training, up to the end of 19th century.

The history of teacher education in modern India is less than 200 years old. The first effort to impart teacher training to in-service primary school teachers was made by private agencies in the year 1889 in the cities of Madras, Mumbai and Calcutta. A systematic effort made by the government and started the training programmes in the year 1856 in the form of normal schools for training of prospective teachers. It was limited to the training of primary school teachers. The undergraduates taken for training had to undergo training for two years. However, it was a popular employment giving training in those days. By the year 1881-82, the number of training institutions grew to 106 but till then there was no secondary teacher training institute in India. The Indian Education Commission (1881-82) marked the beginning of secondary teacher training institutions in India. By the year 1894 six training colleges came into existence with colleges at Kurseong, Lahore, Madras (1886), Allahabad, Jabalpur (1890) and Rajamundri (1894). Therefore formal secondary teacher education is only about 125 years old in India. Thereafter, it passed through a process of reform on the basis of suggestions of Government of India resolution (1904); one year training for graduates, practicing school attached to training college, inclusion of theory and practice of teaching, establishment of link between training college and schools. Sadler commission (1917-1919) was the first to propose
Department of Education in Dhaka University. Hartog Committee in 1929 and Sargent Committee in 1944 made provision of refresher courses for in-service teachers. However, the growth was slow and by the year 1948 only 10 secondary teacher training institutions were functioning in India. The number increased to 50 in the year 1965 and 633 in the year 1995 in the form of Teacher Education Departments in Universities, Colleges, Centers of Advanced Studies at NCERT’s Regional Colleges of Education throughout the country. At present there are 600 teacher training colleges located in Andhra Pradesh and Telengana States.

**Teacher Training and Teacher Education**

In the Glossary of Training Terms published in 1971 in London by the Department of Employment, training has been described as systematic development of attitude, knowledge, skill, behaviour patterns required by an individual in order to perform adequately a given job or task. Training involves certain components like attitude, skills, behaviour patterns and education.

![Training Diagram]

Teacher education has been described as all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his responsibilities more effectively. The concept of ‘Teacher Education’ is not new. However, scholarliness was considered the sole criterion for becoming a teacher. But, this is not the situation today. Some decades ago, teachers were not given any sort of formal training. Only good academic achievement was considered as a qualification. In the Gurukula System which prevailed in India during the Vedic and Upanishad times and even later, children from the upper strata of society would go and spend their formative years of life in the hermitage of the teacher located on outskirts of a village or on the bank of a river or in a forest. The teachers of such Gurukulas were men of high integrity and sterling character, dedicated their life to acquisition of Gyana or Learning, pursuing the spiritual path. It may be worthwhile to recall that, till a century ago teaching was
mastered mainly by gaining experience. No formal, theoretical or professional training was considered necessary. Even a new teacher learnt under the guidance of an elderly and experienced person. Usually, this was taken up after the completion of academic study of the subject. Teacher education and training now includes every aspect of the pupil teacher’s personality. One may define teacher education as such institutionalized educational procedures that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly in educational activity as their life work. The aim of teacher training is the formation of educated and cultured persons concerned with education. The aim and objectives of teacher education are intimately related to the ideals of education. A person, who knows a subject well, can teach others. But, with training he/she may do still better, since he/she learns the scientific aspect of training, which includes the skill of handling various types of teaching aids, questioning, treatment of answers, classroom management etc.

**Academic Achievement**

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children should climb the ladder of performance as high as possible. This desire for high level of achievement puts a lot of pressure on students, teachers and schools and in general on the educational system itself. In the present educational system, success is measured by academic performance or how well a student meets standards set out by the local government and the institution itself. As career competition grows ever-fiercer in the working world, the importance of students doing well has caught the attention of parents, legislators and government departments alike. In the past, academic performance was often measured more by teachers’ observations and today’s summation, or numerical, method of determining “how well a student is performing” is a fairly recent intervention.

The world is rapidly changing and the modern society expects everyone to be a higher achiever. Academic achievement is one of the determinants of success in the life. It has been considered as a vital factor in life and is the most important goal of education. The term **academic** has been derived from the term ‘**academy**’ which means a school where special types of instructions are imparted. Theoretically, achievement has two aspects; **absolute and relative**. In absolute terms, the marks or
grades earned by a pupil or assigned to him by the teacher on the basis of his written or oral of the absolute achievement. Achievement encompasses student’s ability-performance; it is multi-dimensional; it is intricately related to human growth and cognitive, emotional, social and physical development. Academic achievement refers to knowledge and skills gained from experience and achieved level of expertise or performance in a specific domain. Academic achievement of an individual is an outcome of his mental and physical potential, besides the experiences he has gained in the process of exploration and learning. Academic achievement is considered as a key to judge one’s potentialities and capacities. Achievement in education implies one’s knowledge, understanding and skills in a specified subject or group of subjects. It is also believed as the progress made by students, after a particular period of training imparted by teachers in the school, college and training colleges. Academic achievement is the core of the entire educational growth. It is the outcome of the instruction provided to children in schools which is determined by the grades or marks secured by the students in the examination. It generally indicates the learning outcomes of the pupil which requires a series of planned and organized experiences. It is the outcome of the instruction provided to the students in educational institute which is determined by the grades or marks secured by the students in the examination. Academic achievement is the prime and perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child. It plays a very significant role in the attainment of the harmonious development of the child. Academic achievement is considered as a key to judge one’s total potentialities and capacities. The terms “academic achievement”, “academic performance” and “scholastic achievement” are interchangeable. Performance refers to some method of expressing a student’s scholastic standing. It indicates a grade for a course, an average for a group of courses in the subject area or an average for all courses expressed on a zero to hundred or other quantitative scale. The scholastic achievement represents the outcome of a complex variety of factors and cannot be traced to the existence of only one personal attribute.

Academic achievement means knowledge attained and skills developed in the school subjects usually described by the test scores or by marks assigned by teachers or both (Carters, 1955).
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According to Good (1959) academic achievement is accomplishment of proficiency of performance in a given skill or body of knowledge; it means performance in school/college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum. Achievement is the knowledge attained or skills developed by pupils in a given subject or field, measured by test scores/marks assigned by the investigators/teachers. Hence the academic achievement of a student may be influenced by a number of factors in the classroom environment such as anxiety, intelligence, classroom climate etc.

Crow and Crow (1969) described scholastic achievement as the extent to which a learner is profiting from instructions in a given area of learning; hence achievement is reflected by the extent to which skills and knowledge have been acquired by the person from the training imparted to him.

Kohli (1977) defined academic achievement as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations. The definition explains that scholastic achievement, knowledge attained or skills developed in the school subjects appear in the form of marks assigned by teacher. It generally refers to the scholastic achievement of the student at the end of an education programme.

Achievement, according to Agarwal (1980) is the inclination of an individual to be concerned with, to plan and to Endeavour, for the successful acquisition of some standard of excellence in circumstances where the achievement has to be appraised positively or negatively. Achievement is the record of things that have been accomplished (test/examination scores etc.) and conceptualized as being the function of an individual’s competence.

Hawes and Hawes (1982) explained academic achievement as successful accomplishment or performance; in particular subjects, areas or courses usually by reasons of skill, hard work and interest typically summarized in various types of grades, marks, scores or descriptive commentary.

Bandura (1984) defined “achievement” as the performance of the students in the classroom situation which determines the extent to which the instructional objectives have been attained.” It is the knowledge attained and skills developed by the students during their academic career in the subjects which are assessed by the authorities with the help of teacher made or standardized tests.
Achievement encompasses student’s ability and performance, it is multi-dimensional, intricately related to human growth and cognitive, emotional, social and physical development, it reflect the whole child, it is not related to a single instance, but occurs across time and levels, through students life in public school and on post secondary years and working life (Steinberger, 1993).

Sing (2002) quoted academic achievement as “accomplishment of specified objectives, past performance and what an individual or organization has accomplished in the past, in contrast with the ability which refers to what an individual or organization can do now (present) or in future”.

Marschner (2003) explained academic achievement as achievement as a result of certain intellectual or physical activity defined according to individual and/or objectives (organizational) pre-requisite i.e., proficiency.

Halawah (2006) stated that academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher’s ratings, class tests and examinations held by the academic institutions or by the educational boards.

According to MalavkaGanguly (2012) achievement is the accomplishment of acquired proficiency in the performance of an individual in a given skill or body of knowledge.

Academic achievement has been playing an important role since formal education decides the level of learning among different students in different subjects of all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this differs also vary from person to person. Academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Obviously in the school/college/professional college, great emphasis is placed on achievement right from the beginning of formal education. The educational institute has its own systematic hierarchy which is largely based on achievement and performance rather than ascription. The educational institute performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out venues for advancement primarily in terms of achievement.
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Academic achievement is influenced by personality of the teachers, methods of teaching, learning environment, classroom climate, type of curriculum, achievement motivation, self concept, mental health, college environment, nature of the student with other student, family climate, culture, socio-economic status of the family etc., {(GrewalHirdi Pal, 1990; Verma,1991; Sharma, 1995; Sharma,1997; Darlene,1998; Ciarrochi and Anderson, 2000; Asha, 2003; Prabha, 2005; Jayaswal, 2006; Perumal, 2008; Dewan, 2009; Alam, 2010; JafarAskar, 2011; Archana, 2013).}

STUDY HABITS

The term study habits have been used to mean various methods and practices adopted by the students in their schools and college studies. Poor study habit is one of the biggest and most persistent problems among the school and college students. Effective study consists of much more than merely memorizing fact. It calls for knowing where and how to obtain facts and the ability to make intelligent use of time. It means that the students must be able to organize, classify and arrange facts in their proper relationship to the subject being studied. It is generally believed that habits are not innate abilities like intelligence, but they are generally formulated, acquired, cultivated and fixed by repeated efforts. There may be a sizeable number of pupils who possess the required level of intelligence but fail to maintain expected academic records. Such unhappy occurring may happen because of deficit in study habits of the students. It has been observed that students who take admission in schools/colleges after having successfully completing the admission test and interview, do not maintain the same level of achievement during their stay in the academic premises and sometimes they exhibit poor performance as compared to their previous records. This happens because the students do not take advantages of the class room teaching, library and of the other facilities provided in the institute. On the other hand, students who did not have good previous academic record, may be found better in their academic performance simply because they spend more time in their study and develop sound study habits. By looking the results in almost every board or university examinations, this may be concluded that the students who fail to achieve the required standard, are the victims of poor study habits.

Study habits have a prominent role in education. The progress of a pupil depends to a greater extent upon the formation of good study habits. A student should have fixed hours of rising and going to bed; of work; of meals; of study and
recreation. The student with good study habits has an enormous fund of energy at his command, which he can utilize for the purpose of improving himself. It is up to the parents and teachers to see whether the habits the student forms would be good or bad. Practice makes a man perfect. So, the teacher should see that students make their habit firm by a constant practice. Habits help the individual to do something with less effort and thought. They are important and play crucial role in shaping the personality of the individual. In the field of education, study habits are approaches applied to learning. They are generally critical to success in colleges. They are considered for acquiring good grades and are useful for learning throughout one’s life. There are arrays of study habits, which may tackle the process of organizing and taking in new information, retaining information or dealing with assessments.

Study habit is defined as the complex of reading behavior of a person, resulting from the varying degree of interaction of a number of variable factors, when he seeks graphic records for acquiring information or knowledge. The efficient acquisition of knowledge depends upon the methods of acquiring study habits. It is important and desirable that a probe into the pattern of study habits of students be made. Kohli (1977) pointed out that in the academic filed, study habits are of particular theoretical and practical importance. Difference between Indian and Euro-American students in their study habits, shows that the Indian student needs to be spoon-fed, but the Euro-American student prefers independent study under the supervision of his/her master.

According to Armstrong (1956) “Study is hard work, no easy substitute is available”. Success of the student is measured by his ability to study.

According to Patel (1976) study habits includes home environment and planning of work, reading and note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits and attitudes, school/college environment.

Percival and Ellington (1984) defined study habit refers to the method or techniques of effective learning which in term involve a set of study skills as organization of time, effective use of time, reading skills, essay writing, report writing skills, note-taking, examination techniques and even job-hunting skills. Therefore, study habits covers all the related aspects of study procedures which include notes taking, distribution of time for studies and other recreational activities, place and time of study, doing homework and genuine preparation for examinations.
According to Dictionary of Psychology (Atkinson et al 1988) Study is a “Research project that is less formal than a controlled experiment that involves independent and dependent variables.

Study habits of the individual cover mainly the reading habits, the motivation to learn, memory, time schedule, physical conditions, note taking skills, the style of preparation for the examination, examination writing skill, the use of examination result and the health of the student (Palsane and Sharma,1989).

According to Reed (1996) sound and persistent study habits reduce test anxiety, enhance student’s ability, improve his performance and develop confidence in him. Learning is doing and it is an active process in which a student must be involved and participating in what he/she is trying to learn.

Webster’s Dictionary (2004) defined ‘Study’ as ‘to apply the mind in acquiring knowledge’ and ‘Habit’ as ‘a tendency toward an action or condition, which by repetition has become spontaneous’.

Dictionary of Education (2007) quoted that study habit indicate settled tendency of practice and thought to acquire knowledge and information from the book. Study habit is auto nominally, learned behaviour pattern that enable the student to acquire how to study. A good study habit has actually developed a behaviour pattern which enables him to sit down and began working on his assignment with a minimum fuss and maximum concentration.

According to Crow and Crow (2008) Study habit can be interpreted as a planned programme of subject matter mastery. For acquiring subject matter mastery it is essential:

1. To acquire knowledge and habits which will be useful in meeting new situation interpreting ideas, making judgments and creating new ideas and in general enrichment of life.
2. To acquire perfect skills.
3. To develop attitudes.

The above mentioned definitions clearly indicate that study habits have a prominent role in education. The progress of a pupil depends to a greater extent upon the formation of good study habits. A student should have fixed hours of rising and going to bed; of work; of meals; of study and recreation. It is up to the parents and teachers to see whether the habits the student forms would be good or bad. The teacher should always encourage them to cultivate good habits and praise them for
their good study habits. Practice makes a man perfect. So, the teacher should see that students make their habit firm by a constant practice. Habits help the individual to do something with less effort and thought. They are important and play crucial role in shaping the personality of the individual. In the field of education, study habits are approaches applied to learning. They are generally critical to improve the success in schools and colleges. They are considered for acquiring good grades and are useful for learning throughout one’s life. There are arrays of study habits, which may tackle the process of organizing and taking in new information, retaining information or dealing with assessments.

Kulshrestha (1992) suggested guidelines for the development of effective study habit as under:

- Have a definite purpose for study.
- Have a definite place for study.
- Seek physical conditions that are favorable to mental activity.
- Plan and follow a definite time schedule for study.
- Look for the topic sentence or paragraphs.
- Study with rest periods.
- During the study use the method of studying whenever possible.
- Employ the “whole” methods of studying whenever possible.
- Make an effort to read rapidly and carefully.
- Take brief well organized notes
- Try to evaluate the difficulty of the material to be learned.
- Raise significant questions and attempt to find answer.
- Study carefully charts, graphs and other illustrative material.
- Study with intent to recall.
- Make efforts to complete the study significantly.
- Develop the habit of summarizing the reviewing.
- Reflect on statements made by other and challenge them when in doubt.
- Investigate the points if view of several authorities.
- Learn to use the dictionary properly.
- Analyze study habits and attempt to correct weakness.

Over the past few decades research findings showed that the student teachers gender, locality of residence, type of institute, socio economic status of the family, medium of instruction, learning styles, mental health, achievement motivation,
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academic motivation, perception towards the teaching ability, practical skills, evaluation system, mental health of their teachers are also affects the study habits of the student teachers. {(Pandian, 1987; Slate John, 1990; Ray, 1990; Zarb, 2001; Thathong, 2002; Mehta and Kumar, 2005; Seeta, 2007, Sarsani and Ananthula, 2008; Taneja Navitand Ashok Sangwan, 2008; Blunner and Norman, 2009; Onotere Tope, 2011; Moshahid, 2014)}.

MENTAL HEALTH

All living beings human or animal yearn for happiness and bliss. No one desires sorrow and suffering. For a happy and blissful life animals and birds, aboriginals and tribal, rustic folks and civilized men, all alike try to protect themselves from disease and distress and overcome calamities and hurdles. The declaration of the International Conference on Primary Health Care of Alma Ata, USSR, 1979, defines ‘health’ as a state of complete physical, mental and social well-being, and ‘mental health’ as the capacity of an individual to form harmonious adjustment to his social and physical environment.

The word “mental” usually implies something more than the purely cerebral functioning of a person; it also stands for his emotional-affective states, the relationship he established with others and a quiet general quality that might be called equilibrium in his socio-cultural context. Similarly “Health” refers to more than physical health. It connotes the individual’s intra-psychic balance fit enough to be adjusting with the external environment and his social functioning. In common usage ‘Mental Health’ often means both psychological well being and mental illness. Mental health is a normal state of well being, a positive way but a quality of life. It is a condition which is characterized of the average person who meets the demands of life on the basis of his own capacities and limitations. The term ‘Mental Health’ connotes a quality of wholeness and soundness. Mental health is not mere absence of mental illness, but it is an active quality of individual’s daily living. Mental health governs what an individual feels about others and what he is able to face the realities of life. It is rooted in his ability to balance feelings, desires, ambitions, ideas and competence. The individual’s condition or state of mental health continuously changes depending upon his own actions and the factors acting upon him. A mentally healthy person is expected to be a well adjusted one, living in harmony internally as well as externally.
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He is expected to be quite happy and at ease with everyone in all spheres of life (home, school, college, work and society). As a master of the society, he is expected to be productive and constructive. He is expected to be happy, contended, satisfied with a sense of subjective well-being, enjoying every bit of his life.

WHO expert committee on mental health; during its second session in 1950 stated that since so many definitions of mental health exist, the committee feels that it is important to state the conception of this state during its discussions. Mental health is influenced by both biological and social factors. It is not a static condition but is subject to variations and fluctuations. In other words the conception implies the capacity of an individual to form harmonious relations with others, and to participate in, or contribute constructively to, changes in his social and physical environment. It also implies his ability to achieve a harmonious and balanced satisfaction of his own potentially conflicting instinctive drives. In addition, it implies the full realization of his potentialities. The aforementioned concept seems to be more pragmatic and pedantic in its approach. From academic point of view it may be quite rational but while coming down to brass tacks, it may be beyond the level of comprehension of the field worker who would be directly concerned with the activities and techniques which promote and maintain mental health. During the last few decades, a number of pioneers from different fields like psychology, psychiatry, social work etc., have drawn their attention to define what mental health is?

The White House Conference in its Preliminary Report (1930) said mental health may be defined as the adjustment of individuals to themselves and to the world at large with a maximum of effectiveness, satisfaction, cheerfulness and socially considerate behavior and the ability of facing and accepting the realities of life.

Waltin (1935) writes that a mentally healthy person is the one who has a wholesome balanced personality, free from schisms and inconsistencies of emotional and nervous tensions; discords and conflicts.

According to Menninger (1945) mental health is the ability of the individual to make personal and social adjustment, to face problems and make choices, to find satisfaction, success and happiness in the accomplishment of everyday tasks, to work efficiently with others, to demonstrate socially considerate behavior and to contribute to the betterment of society.
Symonds (1946) defined the concept of mental health as:

- A balance between demands of the society and the desires of the individual.
- Maturity - the absence of infantile and childish patterns of behavior.
- Adequate functioning – the ability to surmount some threats and frustrating situations, and
- Compromise between the inner desires of the individual and the demands of the society.

Mental health is the adjustment of individuals to themselves and the world at large with maximum effectiveness, satisfaction, cheerfulness, socially considerate behavior and the ability to face and accept the realities of life. (Bernard, 1951)

Shoben (1957) proposed that mentally healthy person is one who extends his or her functioning beyond self control and personal responsibility into the area of social responsibility and commitment to some set of external values.

Jahoda (1958) formulated that any definition of mental health needs to include the following six characters:

1. How the individual perceives himself,
2. The achievement of self-realization by becoming what one has the potential to become,
3. Integration of personality including a purpose and meaning in life, tolerance for stress, and ability to recover from setbacks,
4. A realistic perception of the world,
5. Self-autonomy, the ability to be a part of society and still maintain individuality,
6. Ability to take life as it comes and masters it.

World health organization (WHO, 1962) defines mental health as the balanced development of the total personality which enables one to interact creatively. He lives in the world of reality rather than fantasy, and is capable of tolerating frustration. Such a person lives a well balanced life of work, rest and recreation.

Bowman (1965) defined mental health is the ability to function effectively and happily as one’s expected role in a group. It is a condition of the whole of the mind as often supposed. It is an outgrowth of one’s total life and is promoted or hindered by day to day experiences and implies the ability to judge reality accurately and to see things, in terms of long term rather than short term values.
Encyclopedia of Educational Research (1969) quoted that mental health means able to love, to work, to play, have to peace of mind, to be happy, to be secure and to be able to manage stress.

Chaplin (1970) gives the meaning of mental health as a state of good adjustment with a subjective state of well-being, zest for living and the feelings one is exercising his talents and abilities.

Bhan and Dutt (1978) have given the following criteria of a sound mental health:

- Adequate feeling of personal worth
- Adequate emotional maturity
- Adequate understanding of others
- Adequate orientation of goals and
- Adequate creativity

Goldenson (1984) defined mental health as a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.

The dual factor theory (Verma, 1988) postulates that there are different sets of factors that contribute to negative and positive mental health. Some factors when present only contribute to negative mental health. But their absence does not lead to positive mental health. These negative factors could be manifested as mental disorders (like neurosis, psychosis, drug and alcohol dependence, personality disorders, psychophysiological disorders etc.) or as mental symptom (like anxiety, depression, obsession-compulsion, phobia, delusion, hallucinations, derealisation, depersonalization etc.,) or even as negative states (like anger, hostility, dissatisfaction, jealously, irritability, fear, prejudice, inferiority feelings, loneliness, hate, anxiety, depression etc.)

According to Cramer (1995) mental health is mental attitudes and adjustment patterns of the individual in term of culturally defined and socially acceptable behavior as derived through social interaction.

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Raquel (2001) opined that feeling capable and competent; being able to handle normal levels of stress, maintain satisfying relationships and lead an independent life; and being able to "bounce back," or recover from difficult situations, are all signs of mental health.

McGraw Hill Dictionary of Scientific and Technical Terms (2003) defined mental health a relatively enduring state of being in which an individual is reasonably satisfying to self, as reflected his/her just for living and feeling of self-realization. It also implies a large degree of adjustment to the social environment, as indicated by satisfaction derived from interpersonal relationships, as well as attachments.

World Health Organization (2004) viewed that mental health is a state of wellbeing in which the individual realizes his or her own abilities and can cope with the normal stresses of life can work productively and fruitfully and is able to make a contribution to his or her community. Mental health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or uniformity.

According to Holmes (2006) mental health is a level of cognitive or emotional well-being or an absence of mental disorder. Mental health means an individual’s ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience.

Mental health means a positive state of mind engendering a sense of well being that enables a person to function effectively within society. Individuals who have good mental health are well adjusted to society, are able to relate well to others, and logically satisfied with themselves and their role in society. (Mosby, 2008).

Thus on the basis of above mentioned definitions of mental health; it can be summed up that the term mental health has been used in different ways by psychologists, psychiatrists, educationists, and others and is influenced by multiplicity of factors like intelligence, personality, education level, achievement, cultural level and physical health. Physical health and mental health are closely connected. Mental health plays an important role in both the ways, the way people behave and the way they feel. Emotionally healthy individuals accept their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independently to outside influences and show genuine concern for other people.
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Elements of Mental Health

1. **Physical Health**: It is an admitted fact that a sound mind lives in a sound body. So, sound physique is essential to keep good mental health. Persons who have some physical defects or deformities may develop various types of complexes and frustrations which results in ill mental health.

2. **Intellectual Health**: Intellectual health is another important element of mental health. Intellectual persons can adjust well to the changing and frustrating situations. Thus good intelligence keeps the mental health of the child.

3. **Emotional Health**: Under mental health, emotional health is very important. An emotionally stable child enjoys a good mental health and emotionally unstable conditions cause maladjustments and mental disorders. So, parents and teachers should try to keep the children away from unhealthy emotions and feelings of anger, fear, hatred, disgust, jealousy etc. On the other hand they should provide healthy atmosphere where emotions can be sublimated for useful purpose.

4. **Interests and Aptitudes**: It is essential that the children should be healthy in their interests and inclinations. The work assigned to children should be according to their interests and aptitudes so that they may get success and the wholesome and balanced personality may be developed. If the work assigned to students is above their heads or not according to their interests and aptitudes then they will lack confidence and hence suffer from frustration, which leads to ill mental health.

5. **Environment**: For good mental health it is essential to have good environment. Inadequate environment in the home, school and society leads to ill mental health and good environment leads to good mental health.

**Characteristics of a Mentally Healthy Person**

A mentally healthy person has three main characteristics:

1. He feels comfortable about himself, i.e., he feels reasonably safe and sound. He neither underestimates nor overestimates his own ability. He accepts his shortcomings. He has self-respect.

2. The mentally healthy person feels right towards others. This means that he is able to be concerned about others and to love them. He has friendship that is gratifying and lasting. He is able to like and trust others. He takes responsibility for his neighbor and his fellow men.
3. The mentally healthy person is able to meet the demands of life. He does something about the problems as they arise. He is able to think for himself and to take his own decisions. He sets a reasonable goal for himself.

Good mental health is not simply the absence of diagnosable mental health problems, but good mental health is likely to help and protect against development of many such problems. Good mental health is characterized by a person’s ability to fulfill a number of key functions and activities including:

- The ability to learn
- The ability to feel, express and manage a range of positive and negative emotions
- The ability to form and maintain good relationships with others.

The chief characteristic of mental health is adjustment. The greater the degree of successful adjustment, the greater will be the mental health of the individual, lesser mental health will lead to lesser adjustment and greater conflict. The healthy individual can interpret any new situation and adapt it to suit himself, or adapt himself to suit it. He/she maintains a healthy and benevolent attitude towards life. He/she is aware that difficulties come to everyone in life, so that running away from them is cowardice. They can be solved only by squarely up to them with courage.

Mental health is influenced by age, sex, locality of residence, social competence, intelligence, personality, cognitive styles of the pupils, spiritual orientation and religion, self-concept, level of aspiration, achievement motivation, socio-economic status of the pupils, home environment, number of siblings, father’s education, father’s occupation, family income, academic success etc., {(Abraham, 1985; GrewalHirdiPal, 1990; Haseen, 1991; Jegde, 1994; Dangwal, 1994; Sharma, 1997; Darlene, 1998; Shakuntla, 2001; Asha, 2003; Gakhar, 2004; Anitha Ravindran and Neetha George 2005; Prabha, 2005; Vijaya Lakshmi, 2006; Ayodhya, 2006; Suresh Kumar, 2008; Gelat, 2009; Hameed and Tharia, 2010; Kothari, 2010; Singh, 2012; Archna, 2013 and Reddy, 2013)}.

**ACADEMIC STRESS**

The concept of stress was first introduced in the life sciences by Selye (1936). Stress was derived from the Latin word “stringer” means to draw light. Stress occurs when there is substantive imbalance between environment and demand and response capability of organism. The term “stress” in physical science means, “A
force/pressure exerted upon a person who resists the force/pressure in his effort to maintain his original state and in the process suffers from some degree of discomfort”.

Stress was popularly used in 17th century to mean hardship, strain, adversity or affliction. The term was used in the 18th and 19th centuries to denote force, pressure and strain strong effort with reference to an object or a person. Stress spans the whole of human life and found that begins even before birth. The term stress has come into wide use in behaviour study only within the past few decades. Stress has been defined by Seyle (1974) as in the state manifested by the specific syndrome, which consists of all the non-specific induced changes within a biological system. Stress is usually thought of negative term like causing something bad or distress to the individual. But there is also a positive and pleasant side of stress, leading to good things. It can be stated as an adaptive response to a situation resulting in physical, psychological and behavior deviations. Stress is not simply anxiety or nervous tension and necessarily something damaging to bad, which needs to be avoided. Stress is inevitable at sometime or other. But in this relatively short time it has all, but preempted a field previously shared by a number of other concepts like anxiety, frustration, conflicts etc. As people from all walks of life cope with the hustle and bustle of life in advanced culture; even school children are not spared with academic stress either. The most important element of doing well in school or college is to be consistent with the academic work. Students who do last minute academic work or prepare for their exams at the very last minute are the ones who will most likely suffer from academic stress. Therefore, one should always revise consistently, finish all assignments on time, ask and clear all questions when in doubt. In this way, by keeping up with the academic work, students will less likely suffer from stress during the examinations.

Stress has become an important subject in academic contain as well as in our culture. Many researchers in the field of behavioral science have carried out extensive research on stress and its consequences and concluded that stress in academic institutions can have both positive and negative consequences if not well managed and stress is a common element in the lives of every individual, regardless of race or cultural background {(Rees and Redfern, 2000; Ellison, 2004; Ongori and Agolla, 2008; Agolla 2009; Smith, 2002; Tweed and Lehman, 2004; Stevenson and Harper, 2006; Elfering et al 2005 and Chang, 2007)}. Over the past few decades, there has been significant investigation on the issues of stress and its management. Stress is the
adverse reaction; people have to face excessive pressure or other types of demands placed on them when an individual is confronted by a situation that they perceive as overwhelming and cannot cope up with. Stress is an agitated physiological state in which the electrical transmission of information along neurons is heightened to the point that the nervous system may collapse or bodily functions may perform poorly. It results from an imbalance between environmental demands and personal adequacies to meet these demands. For some individuals ‘stress’ refers only to a crises or calamity while others perceive the day-to-day life problems and mild irritations as ‘stresses’. The situations causing stress and the experience of stress itself are highly subjective. Stress is a contributing factor in causing numerous emotional and behavioral difficulties including depression, anxiety, temper, tantrums, suicide attempts, child abuse, physical assault, destructive expression of anger, feelings of bitterness and resentment, irritability, impatience and stuttering.

Academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehension of such failure or even an awareness of the possibility of such failure. It is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. Academic stress among students have long been researched on and researchers have identified stressors as too many assignments, competition with other students, failures, lack of pocket money, poor relationships with other students or lecturers, family or problems at home, changes in lifestyle, institutional (school, college and university) level stressors, ineffective coping skills, overcrowded lecture halls, semester system poor support systems and inadequate resources to perform academic work (Ross, Neibling and Heckert,1999; Garret, 2001; Fairbrother and Warn 2003; Campbell, 2006; Ongori, 2007; Awino and Agolla, 2008).

According to Lazarus and Cohen (1977) academic stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance.

Keinan and Perlberg (1986) argued that the feelings of frustration, anxiety and depression are the potential consequences of high degree of academic stress.

Bisht (1989) defined academic stress means the perception of individual’s academic frustration, academic conflict, academic pressure and academic anxiety.
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According to Tyrrell (1992) the identified sources of academic-related stress have included fear of falling behind with coursework, finding the motivation to study, time pressures, financial worries and concern about academic ability.

Burnett and Fanshawe (1997) defined academic stress as inadequate instructional methods, student-teacher relationships, heavy academic workload, poor physical classroom environments and disorganization surrounding academic assignments and schedules.

According to Auerbach and Grambling (1998) academic stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being.

According to Gisele (2002) academic stress can be referred to as the body’s response to any undesirable mental, physical, emotional, social or environmental demand. It constitutes various academic stressors which may cause impaired judgment, reduced concentration and loss of self esteem, increased anxiety and depression.

Akinade (2007) viewed academic stress as any environmental demand that creates a state of tension or threat and requires change or adaptation or a chronically high level of academic stress and mental arousal and body tension that exceeds a person’s capacity to cope. It is the process of an interchange between a person and the environment.

Hussien and Hussien (2008) defined academic stress as the situation by which the individual suffers from physical and psychological hyper tension resulted from factors that can’t be handled and exceeds human ability to cope with.

Academic stress is a state of disequilibrium (physical, physiological, psycho-emotional states of mind) in humans which results as the individual’s inability to handle the demands (physical, mental, psycho-social, work and academic) of life arises (Adeoye, 2010).

Tension and Stress have become a part and parcel of today’s life. The 20th century has been branded as the age of ‘stress and anxiety’. Stressful circumstances are encountered every day and at every stage of human development. Stress is involved in every day’s life. Even the primitive people lived with great stress as they had lived with animals in dense forests. There was no security of safety for life, shelter, medicine, or treatment; their survival was not definite, it was uncertain.
Now-a-days advancement in science and technology, these threatening stressful situations might have probably changed now. But even with the present level of progress and advancement, the present day individual is a victim of stress for different reasons. Thus stress cannot be avoided totally in any society. One has to learn to live with it and manage it cope with and if possible to overcome it. Stress influences everyone including teachers, prospective teachers, if even students at one time or the other. The physical, psychological, educational, intellectual and social factors not only cause to stress but also influence the attitudes of the prospective teachers. It is acknowledged that a students’ academic achievement and academic ability depend on both internal and external factors such as improper study habits, lack of time, type of institute, type of course, stream, medium of instruction, gender, locality of residence, financial difficulties, social intelligence, academic context, interpersonal relationships, educational aspirations of self and parents, and so on. If these situations are not conducive for learning, they may lead to academic stress. {(Srivastava, 1977; Edmunds, 1984; Villanova and Bownas, 1984; Archer and Lamnin, 1985; Wagner and Compas, 1990; Susson and Kent, 1992; Dholakia, 2000; MolyKuruvilla, 2008; Awofodu and Emi, 2012; Munida, 2013; Raja Sekhar, 2013 and VipinderNagra, 2013)}.

Student life is a test to elevate their aspiration and achievement and it is a transition stage from dependency to independency. An adolescent personality continues to develop during the college years. He/she still have a chance to learn how to love and to be loved, how to tolerate frustration, how to integrate conflicting points of view, how to face reality realistically, without feeling from it to channel hostile impulses into socially approved activities. By helping the individual to acquire knowledge and the tools of learning, the educational institute increases its capacity to make desirable adjustments and to find security and satisfaction. Success of college education depends upon large measures on how each young man or woman feels about his/her college experiences and home experiences. It makes an immense difference whether he/she acquired attitudes and habits favorable to his/her own better intellectual, social and emotional developments as a result of college experience, or develops anti-social tendencies accompanied by bitterness and frustration. Social and emotional maturity is desirable in the development of intellectual power an end product of formal education. There is no component of teacher education which
enjoys more supports from the education community and which is evaluated so positively by beginning teachers as students teaching. A growing number of individuals inside and outside the teaching profession are raising questions about the very nature of student teaching. During the past few decades, very few research studies have been conducted to study the relationship between academic achievement of teacher trainees in relation to their study habits, mental health and academic stress. So the present study was undertaken in this context.