Chapter – II

Review of Literature
Review of Related Literature

Review of related literature is an important step and it plays a vital role in all types of research. It helps to identify a problem, to formulate hypothesis, in the selection of tools and methods to be used for the investigation. Borg (1965) says the review of related literature form the foundation stone upon which the future research work will be stated. The study of literature implies locating, recording and evaluating the relevant research. In the words of John W. Best (1983) practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation, man is built upon the accumulated and recorded knowledge of the past.

Review of literature helps the researcher to acquaint himself with previous studies conducted in the field in which he/she is going to carry out the research. It facilitates better understanding of the problem and helps the researcher in avoiding unnecessary duplication and provides the understanding and insight for the development of a logical framework of the present problem under investigation. Hence knowledge of related studies is extremely essential. The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the attempted area under study. Only those studies which have direct bearing on the present problem have been reviewed.

The review of literature related to present research study is systematically arranged in to four sections.

- Studies on Academic Achievement
- Studies on Study Habits
- Studies on Mental Health
- Studies on Academic Stress

GENDER AND ACADEMIC ACHIEVEMENT

Rao (1965) investigated the effect of gender on academic achievement of prospective teachers. The sample comprised of the study 263 male and female prospective teachers. Academic Achievement Scale by Das Guptha was used to assess the academic achievement of the sample. Results found that gender is significantly related to academic achievement. The multiple correlations co-efficient between gender and academic achievement scores; male prospective teachers have better academic achievement than the female prospective teachers.
Horace (1968) studied the socioeconomic status on academic achievement of 360 men and women prospective teachers from Maharashtra state. Socioeconomic status scale by Sanju Jaiswal and Academic Achievement (previous final exams marks) are taken into consideration. The communities of higher economic affluence of the prospective teachers have high scores on academic achievement than community of lower economic affluence. It also indicates men possess good academic achievement their counterpart of women prospective teachers.

Mukarjee (1984) examined the effect of gender and locality on academic performance of 250 government and private college pupil teachers. Academic Performance Test by Devon was used in the study. Findings suggested that private college pupil teachers were better on their academic performance than the government college pupil teachers; there was a significant difference between gender, locality of pupil teachers on their academic performance.

Wali (1985) assessed the relationship between demographic variables and academic achievement of B.Ed. teacher trainees. The sample consists of 540 men and women teacher trainees. Academic achievement scale by Singh and Gupta was used in the study. Findings suggested that the demographical variables such as gender, locality and type of institution of the teacher trainees are positive and significantly related with academic achievement except age and parental education and also concluded that men teacher trainees have better academic achievement than women teacher trainees; because men teacher trainees have more environmental awareness, self confidence, more social relations and tradition and cultural issues than women teacher trainees.

Jain (1997) made an attempt to study the effects of some variables on academic achievement of 210 B.Ed. student teachers. Academic Achievement Inventory by Sinha was used in the study. Findings suggested that academic achievement was statistically positive associated with gender, locality and parental education of student teachers. Rural female student teachers with high parental educational background are higher in their academic achievement than urban male student teachers with poor parental education background.

Behbahani and Beena (1998) examined the gender influences on academic achievement among 180 male and female student teachers. Academic Achievement Scale by Shahu was used in the study. Findings suggested that there was no between significant difference between male and female student teachers on their academic achievement.
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Bhalaram (1999) studied the effect of gender and locality on academic achievement of 280 (120 rural and 160 urban) teacher trainees. Academic Achievement Inventory by Patel was used in the study. Results revealed that urban teacher trainees scored better academic achievement than rural teacher trainees; male teacher trainees possess better academic achievement than female teacher trainees and there was significant and positive relationship between gender and locality of the teacher trainees on academic achievement.

Mahesh and Hemu (1999) investigated the gender effects on academic achievement of B.Ed. teacher trainees from Rajasthan State. The sample consists of 110 government and private college teacher trainees. Academic Achievement Inventory by Roy was used to assess the academic achievement of the subjects. Results revealed that the private college teacher trainees were good on academic achievement than government college teacher trainees.

Pena (2000) studied the academic performance in relation to gender, locality and age of 185 B.Ed. student teachers of government and private colleges. Academic Performance Scale by Patel was admitted to subjects. Results indicated that private college student teachers were better on academic performance than government college student teachers and there was positive and significant relationship between academic performance type of management of student teachers.

Veeraragavan (2002) find out the relationship among sex, locality and type of college on academic achievement among B.Ed. student teachers. The sample comprised of the study was 164 (70 rural and 94 urban) government and private college student teachers. Academic Achievement Inventory by Hazgar was used in the study. It is clear that male student teachers secured high score in their academic achievement than female student teachers; private college student teachers possessed better academic achievement than government college student teachers and also found that a slight differences between rural and urban student teachers in their academic achievement.

Vandana and Joshitha (2004) conducted a study on effect of gender and type of management on student teachers academic achievement. Present study comprised of the sample 410 men and women (200 government and 210 private colleges) student teachers. Academic Achievement scale by Singh was used to measure the subjects’ academic achievement. Results revealed that government college men student
teachers have good academic achievement than private college female student teachers, also found that type of management and gender have positive relationship with academic achievement.

Ajwani (2005) studied the effect of gender and type of institution on academic achievement 400 (200 male and 200 female) government and private college student teachers. Academic achievement Inventory by Patel was used in the study. Findings show that male student teachers have better academic achievement than female student teachers; private college student teachers possess good academic achievement than government college student teachers.

Samatha and Kaushik (2005) conducted a study an explorative study of effects of gender and locality on academic achievement of 520 male and female B.Ed. teacher trainees. Academic Achievement scale by Singh was used in the study. Results suggested that there is no significant effect of gender on their academic achievement, locality has significant effects on academic achievement and urban teacher trainees possess better academic achievement than rural teacher trainees, also found that statistically and positively relationship between gender, locality and academic achievement.

Emma and Dianne (2007) examined the gender and locality influences on academic achievement of 510 (285 male and 225 female) rural and urban B.Ed. prospective teachers. Academic achievement Questionnaire by Singh was administered to the subjects. Results shows that there was no significant difference between male and female prospective teachers and urban prospective teachers possess better academic achievement than rural prospective teachers.

Sing and Kaur (2010) studied effects of gender on academic achievement of B.Ed. teacher trainees on a sample of 340 men and women teacher trainees. Academic Achievement scale by Rai and Singh was used to measure the subjects’ academic achievement. Result revealed that gender has not significant effect on academic achievement and there is a negative correlation between academic achievement and gender.

Rathnam (2011) find out the relationship between gender and academic achievement of 200 (100 male and 100 female) student teachers of Meerut. Academic Achievement Inventory by Sinha was used in the study. Findings suggested that there is no significant difference between male and female student teachers on academic achievement.
Annalakshmi, Mohammed Sabheer (2011) studied the effects of gender and locality on academic achievement of B.Ed. student teachers. The sample consists of 200 men and women (90 rural and 110 urban) student teachers. Academic Achievement scale by Misra was used to assess the subjects’ academic achievement. Findings suggested that urban male student teachers have better academic achievement than rural female student teachers and also found that academic achievement have positive relation with gender and locality.

Halayannavar (2014) investigated the gender and locality influences on academic achievement of 280 (140 rural and 140 urban) from government and private college student teachers. Academic Achievement Inventory by Patel was admitted to subjects. It was found that there is a positive association between rural and urban student teachers on academic achievement. Urban student teachers have well in academic achievement than rural student teachers and private college student teachers were possess better academic achievement than government college student teachers.

LOCALITY AND ACADEMIC ACHIEVEMENT

Sawhney (1993) conducted a study the academic achievement of B.Ed. student teachers. The sample of consists of 300 (150 urban and 150 rural) teacher trainees. Academic Achievement Questionnaire by Guptha was used in the study. Findings suggested that urban student teachers have better academic achievement than rural student teachers.

Shah and Sharma (1994) investigated the effect of locality and type of management on academic achievement of 180 (80 rural and 100 urban) B.Ed. government and private college student teachers. Academic Achievement Inventory by Sinha used in the study. Results revealed that urban student teachers possessed good academic achievement than rural student teachers; private college student teachers have better academic achievement than government college student teachers; there was a significant difference between type of college and locality of the student teachers on their academic achievement.

Divya (2000) compared the effect of demographic variables on academic achievement. The sample consist of 240 (100 rural and 140 urban) from government and private college student teachers. Academic Achievement Scale by Sharma was used to assess the subjects’ academic achievement. Results revealed that private college student teachers possess good academic achievement than government college student teachers and urban student teachers have better academic achievement than rural student teachers.
Rajendran (2001) studied the effect of rural and urban differences in their academic achievement. The sample consists of 280 (130 male and 150 female) teacher trainees. Findings suggested that there was no significant difference between male and female teacher trainees on academic achievement; urban teacher trainees scored better academic achievement than rural teacher trainees.

Jayaswal Sinha et al (2003) conducted a study to find out the relationship between academic performance and locality among 215 (100 male and 115 female) tribal and urban teacher trainees. Academic Performance Inventory by Sing was used to measure the subjects’ academic performance. Results revealed that there is a positive and significant relation of academic achievement with locality; urban teacher trainees have better academic performance than tribal teacher trainees.

Kiran (2005) investigated the relationship between locality and type of college on academic achievement of 246 government and private college B.Ed. student teachers. Academic Achievement Questionnaire by Bastian was admitted to subjects. Results showed that the private college student teachers were good on academic achievement and was correlated with better academic achievement of private college student teachers than government college student teachers.

Swaraj and Rajeswari (2008) carried out a study to know the impact of demographic factors on academic achievement of 320 (150 rural and 170 urban) government and private colleges student teachers of Madhya Pradesh. Academic Achievement Inventory by Mishra was used to measure the subjects’ Academic Achievement. The study concluded that urban student teachers performed better on their academic achievement than rural student teachers; private college student teachers were good on their academic achievement than government college student teachers and gender is not shown significant on student teachers on academic achievement.

Khatoon (2008) conducted a study to find out the relationship between locality and academic achievement of African rural and urban (N=180) B.Ed. college students. Academic Achievement Inventory by Mayer Caruso was used in the study. Findings revealed that urban African student teachers scored better on academic achievement than rural student teachers.

Jumiah Basseemah (2009) examined a study on the effect of age and locality on their academic achievement among 352 (147 rural and 205 urban) the age group of (16-25 and 25-30). Academic Achievement scale by Guptha was used to measure the
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subjects academic achievement. Results indicated that academic achievement has significantly correlates with age, sex and locality. It also found that urban male student teachers with the age group of 16-25, have good academic achievement than rural female student teachers with the age group of 25-30.

Joseph (2009) conducted a study to find out the effect of demographical variables on academic achievement of 468 male and female (220 rural and 248 urban) teacher trainees. Socio Economic status scale by Mishra and Academic Achievement Questionnaire by Singh was used in the study. Results suggested that female teacher trainees possess good academic achievement than male teacher trainees and urban teacher trainees have better academic achievement than rural teacher trainees; also found that teacher trainees from good in economic back ground possess better academic achievement than teacher trainees from poor in economic back ground and over all the demographical variables like gender, locality and socio economic status are positive and significantly related with teacher trainees academic achievement.

Warner and Suresh (2010) observed the locality differences on academic achievement. The sample consists of 160 rural and urban areas prospective teachers. Academic Achievement Inventory by Sinha was used in the study. Findings suggested that urban subjects were better on their academic achievement than rural prospective teachers and there is no significant difference between male and female prospective teachers on academic achievement.

Murugan (2010) studied the relationship between locality and academic achievement of B.Ed. student teachers. The sample consists of 300 student teachers (150 rural and 150 urban) both sex male and female student teachers. Academic Achievement Scale by Praveen was administered to the subjects. Results indicated that there is no significant difference between locality and academic achievement of student teachers.

Shivaraj (2012) explored the effect of locality on academic achievement among B.Ed. pupil teachers. The sample consists of 380 male and female pupil (210 urban and 160 rural) teachers from Jammu and Kashmir State. Academic achievement Inventory by Mishra was used in the study. Results indicated that there was significant and positive relationship between male and female pupil teachers on academic achievement and urban pupil teachers have better academic achievement than rural pupil teacher trainees.
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Stephen (2012) assessed the effect of gender, locality and type of institution on academic achievement of science and arts stream B.Ed. teacher trainees from Maharashtra University. The sample consists of 678 (339 male and 339 female) arts and science teacher trainees. Academic Achievement Inventory by Singh was admitted to subjects. Results suggested that female teacher trainees possess higher academic achievement than male teacher trainees; science teacher trainees were better on their academic achievement than arts teacher trainees and private college teacher trainees were good on their academic achievement than government college teacher trainees.

Lokanath Mishra (2014) studied the relationship between locality and academic achievement of B.Ed. student teachers. The sample consists of 250 (125 male and 125 female) government and private college student teachers. Academic Achievement Scale by Singh was administered to the subjects. Results revealed that there is a significant relationship between locality and academic achievement of student teachers; male student teachers hailing from Government colleges were better on their academic achievement than private college student teachers.

TYPE OF MANAGEMENT AND ACADEMIC ACHIEVEMENT

Arrora, Reets (1988) conducted a study to find out the role of educational qualification and type of institutions on academic achievement. The sample comprised of the study was 280 government and private (B.A., B.Ed., and M.A., B.Ed.,) student teachers. Academic Achievement scale by Das Guptha was used to assess the subjects’ academic achievement. Findings suggested that academic achievement have positive association with educational standards and type of institutions. Male student teachers from private colleges possess better academic achievement than female student teachers from government colleges and student teachers from educational standard i.e., B.A. with B.Ed. are better academic achievement than the educational standard than MA with B.Ed. student teachers.

Aggarwal (1993) assessed the effect of type of management on academic achievement among 210 government and private college prospective teachers. Academic Achievement Inventory and standardized by the investigator was used in the study. Results indicated that the prospective teachers hailing from private colleges had good academic achievement than government colleges.

Sunandha (1996) examined the influence of type of institution on academic achievement of 320 (160 government and 160 private colleges) student teachers. Academic Achievement Inventory by Singh was used in the study. Results indicated
that academic achievement have positive and significant relationship with type of institutions and private college student teachers possess better academic achievement than government college student teachers.

Schweitzer and Hamilton (2002) conducted a study to find out the relationship between type of management and academic achievement of 405 (200 government and 205 private college) both male and female student teachers. Academic Achievement Scale by Watkins was administered to the subjects. They found positive and significant association between type of management and academic achievement. Private college student teachers possess better academic achievement than government college student teachers and male student teacher have better academic achievement than female student teachers.

Tanmaiay (2002) studied the effect of type of management on academic achievement. The sample consists of 200 government and private college student teachers. Academic Achievement Inventory by Sinha was used in the study. Results suggested that private college student teachers mean scores on academic achievement were better than government college student teachers.

Kumar (2002) examined the influence of type of management on academic achievement among government and private college B.Ed. student teachers. The sample consists of 160 (50 government and 70 private college) student teachers. Academic Achievement Inventory by Singh was used to subjects. Results indicated that the private college student teachers have good academic achievement than government college student teachers; there is significant relationship between academic achievement and type of management of student teachers.

Dhingira and Manhas (2004) studied the relationship between academic achievement and type of management. The sample consists of 160 government and private college student teachers. Academic Achievement Inventory by Shahu was used in the study. Findings suggested that there existed significant correlation between type of college and academic achievement; private college student teachers were better on academic achievement than the government college student teachers and there was no significant difference between the performance of males and female student teachers on their academic achievement.

Henry (2004) conducted a comparative study to find out the differences between government and private college B.Ed. male and female (N=310) teacher trainees on their academic achievement. Academic Achievement scale by Mishra was
used to assess the subjects’ academic achievement. Results revealed that there is no significant difference between male and female student teachers on their academic success and academic achievement have negative association with type of management.

Ramadasan (2004) studied the type of management differences on their academic achievement of 220 government and private college teacher trainees. Academic Achievement Inventory by investigator was used in the study. Results revealed that private college teacher trainees have better academic achievement than government college teacher trainees.

Satheesan and Narasimhaya (2004) examined the influence of type of college on academic achievement of 330 government and private college teacher trainees. Academic Achievement Inventory by Madhuri was administered to subjects. Findings indicated that private college teacher trainees have good on their Academic Achievement than government college teacher trainees.

Punith (2008) conducted a study to find out the effect of type of college on academic achievement of 410 from (200 Government College and 210 private colleges) student teachers. Academic Achievement Inventory by Siva Raj was used in the study. Results indicated that private college prospective teachers possess good academic achievement than government college prospective teachers. Male prospective teachers have significantly good academic achievement than female prospective teachers; also found that type of college was positively associated with academic achievement.

Satyavathi (2009) studied the influence of type of college on academic achievement among B.Ed. prospective teachers. The sample consists of 177 government and private college student teachers. Academic Achievement Inventory by Singh and Patel was administered to sample. Results indicated that private college prospective teachers had better academic achievement than government college student teachers.

Srujana (2010) examined the effect of type of college on academic performance of 220 (110 government and 110 private) B.Ed. student teachers from Malabar area of Kerala. Academic Performance Inventory by Singh was administered to subjects. It was found that private college student teachers have better academic performance than government college student teachers.
Geranmayepour and Besharat (2010) conducted a study to find out the relationship between type of management and academic achievement among 185 government and private college prospective teachers. Academic Achievement Scale by Guptha was used in the study. Results revealed that the private college teacher trainees obtained high academic achievement than government college teacher trainees.

Princy and Kang (2011) examined academic achievement in relation to type of management. The study was conducted on 515 both the sexes (280 private and 235 government) prospective teachers from Pathankot city of Punjab state. Academic achievement Inventory by Shahu Singh was used in the study. Results revealed that there is no significant difference between men and women on their academic achievement and type of management; private college prospective teachers possess better academic achievement than government college prospective teachers and academic achievement has statistically positive relation with type of management and gender of the prospective teachers.

Surendranath (2012) studied the effect of type of management on academic achievement of 360 (180 male and 180 female) government and private college student teachers. Academic Achievement Questionnaire by Shen was administered to subjects. Findings suggested that male student teachers were better in their academic achievement than female student teachers and private college student teachers have better on their academic achievement than the government college student teachers.

Chitra (2013) carried out a study to find out the effect of type of management on academic achievement of 140 (70 male and 70 female) government and private college prospective teachers from Tamil Nadu State. Academic Achievement Questionnaire by Muragan was administered to the sample. Findings suggested that male prospective teachers were better than female prospective teachers; private college prospective teachers were good in academic achievement than government college prospective teachers.

**ACADEMIC ACHIEVEMENT AND STUDY HABITS**

Sharma (1995) examined the influence of study habits on academic achievement of 252 government and private college prospective teachers. Study Habits Inventory by Patel and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that the private college students performed better in their study habits and academic achievement than government college prospective teachers.
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Miglani (2001) studied the study habits and academic achievement among B.Ed. student teachers. The sample consists of 150 government and private college student teachers. Study Habits Inventory by Singh and Das and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that the private college student teachers were performed better in study habits and academic achievement than government college student teachers.

Mohanasundaram et al (2004) studied the relationship between study habits and academic achievement of 260 (130 male and 130 female) from government and private college teacher trainees. Study Habits Inventory by Das and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings concluded that private college teacher trainees were better in study habits and academic achievement than government college student teachers; there was no significant relationship between male and female teacher trainees on study habits and academic achievement.

Manhas (2005) compared the study habits and academic achievement of 400 (200 government and 200 private) B.Ed. student teachers. Study Habits Inventory by Patel and Sharma and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that private college students were good in their study habits and academic achievement than government college student teachers.

Khanam (2006) studied the relationship between study habits and academic achievement of B.Ed. student teachers. The sample consists of 120 (60 male and 60 female) from government and private colleges. Study Habits Questionnaire by Singh and Patel was administered to subjects. Findings suggested that student teachers from private colleges were good in their study habits than government college student teachers; there is no significant relationship between male and female on study habits.

Narayana (2006) made an attempt to compare achievers and non-achievers in study habits of 100 government and private college prospective teachers. Study Habits Scale by Singh and Patel and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results indicated that private college prospective teachers possessed good study habits and better in achievement than government college prospective teachers.
Selvaraj Gnanaguru and Suresh Kumar (2008) conducted a study on study habits in relation to their academic achievement towards science and arts methods of 892 B.Ed. student teachers. Study Habits by Nair and Anandavalliamma and Achievement Questionnaire by Hurugeswari was admitted to subjects. Finding suggested that male and female student teachers differ significantly in their study habits and science student teachers have good academic achievement than arts student teachers.

Varshney (2008) conducted a study to find out the impact of study habits on academic achievement of B.Ed. student teachers. The sample consists of 260 (120 rural and 140 urban) government and private B.Ed. colleges students. Study Habits Inventory by Dekshit and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that urban student teachers performed better on study habits and academic achievement than rural student teachers; private college student teachers were good on study habits and academic achievement than government college student teachers and there is a positive relationship between academic achievement and study habits of the student teachers.

Jaya Prakash (2010) conducted a study to find out the stress correlates of academic performance of 110 (male and female) and subject of studying (science and arts) methods from university of Delhi. Academic Performance Scale and Stress Scale and standardized by the investigator were used in the study. Findings suggested that academic performance and stress are highly related to each other and the methods of science teacher trainees have more stress than methods of arts teacher trainees and also female teacher trainees possess low stress with better academic performance than male teacher trainees.

Nonis and Hudson (2010) found that study habits have a significant direct relationship with the academic performance among arts and languages B.Ed. student teachers. Academic Performance and Study Habits scales are used to assess the subjects’ academic performance and study habits. It was concluded that student teacher from arts subjects are possessed good study habits in better academic performance than those language student teachers with poor study habits and academic performance.

Mahiboob Nadaf (2011) aims to analyze to study the independent and demographic combined effects of variables viz., Personality Factors and Study Habits on Academic Achievement of 214 B.Ed. male teacher trainees from Karnataka
University. Personality Factors scale by Cattell and Study Habits by Mukhopadhaya and Sansanwal was used in the study. Results show that extroversion personality group male teacher trainees are possess good study habits and better academic achievement than introversion personality factor group male teacher trainees.

**GENDER AND STUDY HABITS**

Rao (1965) carried out a study to find out the relationship of intelligence, study habits, socio economic status and certain attitude towards B.Ed. student teachers with academic achievement. Findings suggested that the three independent variables viz., intelligence, study habits and teaching attitude of student teachers were significantly related to the prediction of scholastic achievement. The correlation between achievement scores of intelligence, study habits and attitude towards teaching student teachers were positive and very high.

Behal (1972) investigated the study habits, family background and academic achievements of 210 high school students in relation to sex. Study habits and academic achievement scale were used to assess the students study habits and academic achievement. Findings revealed that there was no significant relationship between academic achievement and study habits and there was no statistically significant difference between male and female students with respect to home study habits.

Jamuar (1973) investigated study habits of 180 intermediate Arts and Science students in relation to their academic achievement, personality and family background and Found that statistically positive correlation between study habits, family background and academic achievement ($r=.64$). It also concluded that science students have better academic achievement and good study habits than arts students.

Chaudhari and Jain (1975) conducted a study on the factors contributing to academic achievement and study habits of 160 male and female student teachers. Study Habit Inventory of Jamuar was administered to sample. Results suggested that study habits and academic achievement were good among males than female student teachers. A correlation between the study habit score and the index of academic achievement was quite high in case of the male candidates.

Gupta (1977) conducted a study on successful study habits and academic achievement of B.Ed. student teachers. The sample consists of 100 student teachers. Results show that success in student teachers teaching had no relationship with academic achievement; but was significantly related to the areas like professional attitudes, home and health, social and emotional adjustment of student teachers.
Paintal (1980) investigated an evaluation of study habits and academic achievement of B.Ed. student teachers. The study was conducted on a sample of 164 subjects (30 males and 134 females) out of whom 94 B.Ed. students and 70 in service teachers from Delhi and Haryana. Findings showed that male student teachers were better than female student teachers in their study habits.

Pandian (1987) carried out a study on study habits and teaching skill performance pattern in different B.Ed. student teachers. The study was conducted on a sample of 100 student teachers of Gujarat University. Results found that male student teachers possess good study habits scores than female student teachers and practiced the four teaching skills; explanation, stimulus variation, reacting and questioning and found that teachers practiced at more than 5% level of frequency of occurrence.

Ray (1990) attempted to study the study habits, attitude towards teaching and mental health of 120 student teachers. Findings of study indicated that mental health of student teachers were significant and positively correlated with their study habits; teaching experience, mental health, study habits and attitude towards teaching were more in male student teachers than female student teachers.

Rajyaguru (1991) conducted a comparative study of the characteristics of high achievers and low achievers in B.Ed. student teachers. The sample consists of 120 male and female student teachers. Study Habit Inventory, Socio-Economic Status and Reading Achievement Test were administered to sample. It was found that the urban student teachers had higher achievement in comprehension, vocabulary and composite reading ability than the rural student teachers; female student teachers had high achievement in comprehension than male student teachers, but did not differed in vocabulary and composite reading abilities; high scoring male and female student teachers did not differed in their mean scores on vocabulary, comprehension and composite achievement; low scoring male and female student teachers did not differed in these reading abilities; female student teachers had better study habits than male student teachers. Urban student teachers had better study habits than rural student teachers and high scorers on reading achievement had better study habits than low scorers.

Badhri (1991) carried out a study to find out the effect of study habits on academic achievement in government college B.Ed. male and female student teachers in Chenglapattu District of Tamil Nadu. Study Habits Inventory was administered to sample and previous academic year marks were considered as academic achievement. Findings indicated that male students were good in their study habits than female student teachers.
George (1991) examined the influence of study habits on achievement in B.Ed. Student teachers. The sample consists of 159 male and 93 female student teachers. Study Habits Inventory by Das Gupta was used in the study. Results show that study habits contributed to success in student teachers and unrelated to academic achievement. On the basis of this finding it was suggested that female student teachers need to acquire new study habits to be academically successful.

Kaur (1993) compared the relationship of study habits, creativity and teaching attitude for teaching with teacher effectiveness on a sample of 220 male and female B.Ed. student teachers and concluded that study habits were significantly correlated with teacher effectiveness of female student teachers, but not significantly correlated with the teacher effectiveness of traditional student teachers.

Naik (1994) conducted a comparative study to find out the effect of study habits on academic achievement of B.Ed. student teachers. The sample consisted of 644 male and female student teachers. Study Habits Inventory by Sharma was employed to subjects. Findings suggested that male student teachers scored significantly higher than female student teachers.

Das (1995) studied the teacher effectiveness in relation to study habits, emotional maturity, self-concept and attitude towards teaching of B.Ed. student teachers. It was concluded that student teachers with good study habits were more effective in teaching leaning. A significant difference was found in male and female student teachers regarding teacher effectiveness. Male student teachers were found more effective than female student teachers.

Vasanthi and Anandi (1997) conducted a study on study habits, self concept and attitude towards teaching of B.Ed. student teachers. The sample consists of 417 student teachers of Madras city. It was found that study habits, self concept and attitude towards teaching of the female student teachers were significantly related to study habits. Teaching attitude showed the highest correlation with study habits and teaching effectiveness as compared to self concept, achievement, motivation, anxiety and study habits of the students.

Blanch (1998) studied the interrelationship between study habits and academic achievement of B.Ed. male and female student teachers and found that the relationship between two was poor, but positive; academic achievement commonly influenced by the study habits. The correlation between study habits and academic achievement was nonlinear; poor positive relationship existed between study habits and academic achievement.
Srivastava (1999) carried out a study on inter correlated with variables; study habits, general adjustment, reading ability and academic motivation of B.Ed. student teachers. The sample consists of 160 male and female student teachers. Study Habits Inventory and Academic Motivation Scale by Singh were administered to sample. Results revealed that male student teachers scored better than female student teacherson study habits. Study habits and academic motivation were significantly correlated with each other except reading ability and total adjustment. Reading ability, study habits and academic motivation were more strongly related to academic achievement of student teachers.

Ellekkakumar and Elankathirselvan (2001) conducted a study on academic achievement and study habits of B.Ed. prospective teachers in Physics; 530 male and female student teachers studying Physics methodology at Cuddalore district of Tamilnadu were tested using Study Habits Inventory by Prayag Mehta and Academic Achievement (marks of the previous year) were taken into consideration. Findings indicated that the mean scores of academic achievement and study habits; female prospective teachers were better than male prospective teachers. There was no significant difference in academic achievement means scores in Physics between male and female student teachers; positive correlations were found between the study habits and academic achievement.

Zarb (2001) studied the relationship between academic achievement, self concept in peers, academic self concept, general achievement motivation and study habits among 128 (30 male and 98 female) prospective teachers. The battery of the Academic Self Concept Scale and Survey of Study Habits and Attitudes by Sharma and Gupta were used in the study. Results show that academic achievement;selfconcept and study habits were significant predictors of GPA for both male and female prospective teachers.

Thathong (2002) conducted a study on study habits, achievement motivation, statistics attitude and ages on achievement in statistics. The sample consists of 41 B.Ed. student teachers. Study Habits Inventory by Shen and Das and Achievement Motivation Scale by Khar were used. It was found that direct effect on achievement in statistics and attitude towards statistics (0.255, p < 0.05), age (0.199, p < 0.05) and study habits (0.194, p < 0.05). Achievement motivation showed only indirect effect pass through statistics attitude (0.328, p < 0.05). In addition, admission test score showed indirect effect pass through statistics attitude (0.339, p < 0.05).
Aisha Kiran and Malik (2002) examined the relationship between study habits and educational achievement of B.Ed. student teachers. The sample consists of 120 student teachers. The study concluded that there exists a significant and positive relationship between academic achievement and study habits of the student teachers.

Malik (2003) conducted a study to find out the relationship between study habits and educational achievements of 80 B.Ed. student teachers. Study Habits Inventory by Shen Gupta was administered to subjects. Findings suggested that there exists a significant and positive relationship between study habits and academic achievement of student teachers and the said factors like schedule of study, habit of notes taking and writing.

Bhan (2003) carried out a study on the study habits and academic achievement of B.Ed. student teachers. The sample consists of 400 (200 male and 200 female) student teachers. The subjects completed a battery of Study Habits Inventory and Academic Achievement (marks obtained by the previous academic year) was taken as an index of academic achievement. Results revealed that male had a greater predisposition to better study habits than female student teachers. However, female student teachers showed higher academic achievement than male student teachers. There was significant and positive correlation between study habits and academic achievement.

Anton and Angel (2004) analyzed the relationships among scholastic aptitudes, study habits and academic achievement of B.Ed. student teachers. A total of 887 student teachers (453 males and 434 females), enrolled in 29 B.Ed. colleges, participated in the study. Study Habits Scale by Singh was administered to sample. Research findings indicated that scholastic aptitudes were the most predictive variables of achievement, the student teachers with high scores belonging male possessed better study habits, scholastic aptitude than lower scorers on academic achievement. The relationship between study habits and academic achievement seems to be mediated by scholastic aptitude. Moreover, female student teachers obtained higher academic achievement scores than male student teachers. These differences could be explained by the fact that female student teachers showed better study habits than male student teachers.

Begum and Phukan (2005) investigated the relationship between study habits and academic achievement. The sample of the study consisted of 180 student teachers, out of which 118 were male and 62 were female student teachers. Study Habits
Inventory by Patel and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results of the study revealed that the coefficient of correlation between the two variables was 0.70. The relationship between academic achievement and study habits of the student teachers was positive and highly significant.

Mehta and Kumar (2005) studied the relationship between academic achievement, personality, intelligence, study habits, adjustment and academic motivation among 120 (60 male and 60 female) B.Ed. prospective teachers and they were administered the Eysenck Personality Inventory, Study Habits Inventory by Carter, a group of General Mental Ability test designed by Jalota, a test of Academic Motivation designed by Hartley and Hogarath and the Bell’s Adjustment Inventories. Findings indicated that male prospective teachers scored well in study habits than female prospective teachers. The psychological factors viz., personality, intelligence, study habits, academic motivation and adjustment are not related to academic achievement.

Markham (2005) conducted a study to find out the effect of positive study habits on academic achievement in B.Ed. student teachers. The sample consists of 99 male and female student teachers (62 male and 37 female). Patel’s Study Habits Inventory was used in the study. Results show that there was no significant relationship between study habits and academic achievement of student teachers.

Tania (2005) investigated the study habits and attitude towards students in relation to academic achievement among B.Ed. prospective teachers (N=120). Attitude of Students Scale by Anand and Study Habits Inventory by Mukhopadhya and Sansanwal were used in the study. Conclusions supported that there was positive and high significant relationship between attitude towards students and academic achievement and there was a positive and significant relationship between study habits and attitude towards students of student teachers.

Nyarko Sampson (2006) assessed the B.Ed. student teachers study habits in some selected districts in the Central Region of Ghana. The descriptive sample survey design was used. 500 student teachers constituted the sample. Study Habits scale by Sen Gupta were administered to sample. It was found that there was no significant differences existed between the study habits of male and female student teachers; no significant differences existed between the study habits of boarding and day students and study habits of students from high socio economic homes did not differ
significantly from students belonging to low socio economic homes. The recommendations made include; the need to teach study skills to student teachers, so that they can all cultivate good and effective study habits and equal opportunities for studying should be provided to all students irrespective of sex.

Seetha (2007) compared the high and low academic achievement category B.Ed. student teachers in relation to some factors. The sample of the study was 100 male and female prospective teachers. Raven’s Progressive Matrices Test, Socio Economic Status scale by Kulshreshtha, Adjustment Inventory by Mittal and Study Habits Inventory by Patel were applied to sample. Results of the study indicated that the both male and female high achievers tended to show a higher level of intelligence as compared to the average and low achievers; Majority of high achievers belonged to higher SES groups and large number of low achievers belonged to lower SES groups; The high achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the other two groups and male high achievers had better study habits as compared to the average and the female low achievers. The high achievers tended to plan their studies properly, had proper reading habits, could concentrate on their studies and prepared for the examination in a better planned manner.

Masih and Raj (2007) conducted a study on study habits and academic achievement of B.Ed. student teachers of Ajmer district of Rajasthan on a sample of 410 male and female student teachers and concluded that study habits and academic achievement were significantly related to each other. Male student teachers are good in study habits than female student teachers.

Sarsani and Ananthula (2008) measured the study habits and attitude of student teachers towards with respect to their personal and background variables. The sample of the study was 120 male and female student teachers. Results revealed that there is no significant difference between male and female, science and arts, private and government college student teachers with regard to their study habits and attitude towards teaching.

Taneja Navita and Ashok Sangwan (2008) carried out a study by comparing the study habits and general teaching competency of male and female B.Ed. prospective teachers. A sample of 120 prospective teachers was taken (60 male and 60 female) studying in different institutions. Study Habits and General Teaching Competency
Scale by Passi and Lalita were used to assess the study habits and general teaching competency of prospective teachers. Results supported that most of the prospective teachers have the above average in study habits and general competency, but male and female prospective teachers did not differed from teaching competency.

Chaudhary and Vineeta (2008) find out the correlation between academic achievement and study habits of 500 male and female student teachers. Study Habits Inventory test of Baquer Mehdi was administered to sample. It was found that study habits scores of male student teachers were better than female student teachers.

Akinsola (2008) made an attempt to study the locus of control, study habits and problem solving ability of 122 B.Ed. mathematics student teachers. Five standardized instruments were used to collect the data; such as mathematics anxiety, mathematics teaching efficacy belief, locus of control, study habits and problem solving ability. Findings concluded that mathematics anxiety, mathematics teaching efficacy belief, locus of control and study habits has significant relationship with problem solving ability; mathematics anxiety having the highest and study habits are the lowest as stated above.

Hoovinbhavi and Reddy (2008) conducted a study on the study habits and academic achievement of B.Ed. student teachers. The sample consists of 80 student teachers. Study Habits Inventory by Passi was used in the study. The study concluded that male student teachers have good study habits and better academic achievement than female student teachers.

Sirohi (2008) examined the relationship between academic achievement and study habits and attitude among B.Ed. student teachers. The sample consists of 90 student teachers. General Mental Ability Test by Jalota, Teachers Made Achievement Test and Test of Study Habits and Attitude by Mathur were used in the study. Findings suggested that all academic achievers indicated deficiency in study habits; 98.7% of the achievement tend to possess unfavorable attitude towards teachers and needed guidance; 97.5% had good study habits; 92.5% of them indicated deficiency in school and home environment; 96.2% lacked proper attitude towards examination; 72.8% faced mental conflicts; 72.8% were low in self-confidence; 72.3% had problems related to home assignments and 24.6% indicated deficiency in attitude towards education.
Gowdhaman and BalaMurugan (2009) studied the study habits of B.Ed. teacher trainees (300 male and female teacher trainees) studying in five B.Ed. colleges of Salem district, Tamil Nadu. Results indicated that male teacher trainees obtained better scores on study habits than female teacher trainees.

Blumner and Norman (2009) surveyed the relationship between study habits and academic performance of B.Ed. student teachers. The sample consists of 69 male and female student teachers; they were administered an Inventory of Study Habits by Prayag Mehta. Findings suggested that study habits and academic performance, additional variation in performance, high aptitude among student teachers; all can be predicted by study skills; study habits will better predict, best predict performance will vary as a function of study habits are found less predictor of the performance of male and female student teachers.

Ogbonnia (2009) found out the influence of study habits, self-concept on academic achievement of 130 male and female student teachers. Self Concept Scale by Singh and Singh, Study Habits Inventory by Patel was used. Results revealed that male and female student teachers had almost similar scores on study habits; male and female student teachers did not differ significantly on self-concept and academic achievement. The association of study habits of female student teachers with academic achievement was significant. While as the association of the study habits of male student teachers with academic achievement was not significant. The association of self-concept of male and female with academic achievement was significant. It was revealed that significant relationship between reading and note-taking habit, habits of concentration and preparation for examination had significant correlation with academic achievement.

Tuncay Ergene (2011) examined the relationship between study habits and academic achievement of 510 student teachers (267 male and female 243 student teachers). The data were collected by using Study Habits Inventory and Academic Achievement of GPA was accepted as the indicator of their academic success. Results indicated that a positive relationship between study habits scores and achievement level was found to be significant. Gender, study habits predicted academic success in general. Study habits were associated positively with academic success. Female student teachers were significantly higher than the male student teachers in their study habits and academic success.

Kumar (2011) made an investigation into study habits and personality related to achievement in English and Hindi medium B.Ed. prospective teachers. The sample consists of 120 male and female prospective teachers. Study Habits Inventory by
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Singh was used in the study. Findings showed that the achievers are those, whose achievements are higher than the level of their abilities. The academic achievements of English and Hindi medium prospective teachers have better study habits and they are propertied by positive personality traits. Academic achievement has faulty study habits also they lack enthusiasm and are emotionally instable. The achievement in English and Hindi medium student teachers differ from achievement; male and female student teachers exhibited better study habits and found that study habit scores have direct and significant relation to academic achievement.

Trivedi and Patel (2011) compared the study habits of B.Ed. and DIET student teachers. The sample included 240 (120 B.Ed. and 120 DIET male and female student teachers). To assess the study habits of the subjects, Study Habits Scale by Sharma was administered to subjects. Results revealed that the average performance of the student teachers was better and significant in comparison with DIET student teachers. The standard of knowledge of DIET group was also found lower than student teachers and lastly the study habits of B.Ed. student teachers were relatively better than those of DIET student teachers. Study habits scores of male B.Ed. student teachers were better than DIET students.

Fauzia Khurshid (2012) explored the relationship between study habits and academic achievement of male and female B.Ed. trainee teachers. A random sample of 200 male and female trainee teachers and the data was collected from Rawalpindi and Islamabad. To assess the study habits of the subjects, Dennis’s Study Habits Inventory was used in the study. Findings suggested that there is a positive correlation between study habits and academic achievement. Female trainee teachers possess effective study habits and higher academic achievement than male trainee teachers.

Uchenna Udeani (2012) designed a study to determine the relationship if any among the variables of study habits, facilitating anxiety and debilitating anxiety on achievement of B.Ed. student teachers. The sample consisted of 124 male and female student teachers. Baker’s Study Habits Inventory and The Alpert-Haper Achievement Anxiety Tests were administered to subjects. Findings of the study show that the student teachers exhibited fairly adequate study habit patterns; significant positive correlations between study habits and achievement of student teachers; significant negative correlations between debilitating anxiety and achievement and the relationship among study habits, facilitating anxiety and debilitating anxiety was not significant.
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Vaishli Mahakulkar (2013) carried out a study to investigate the study habits of B.Ed. trainee teachers. The study was carried out on 1200 trainee teachers; randomly drawn from ten colleges of Vidharbha region of Maharashtra. Study Habits Inventory by Nanda was used to assess the study habits of the subjects. Results revealed that male trainee teachers scored better than female trainee teachers.

Loneza Gas-ib Carbonel (2013) focused on the description and evaluation of the study habits and academic performance of B.Ed. student teachers (N=100). The tool was used to study the Study Habits by Sinha and marks obtained by the student teachers in their theory examination were considered as academic achievement. Findings indicated that student teachers who have studied an average hours have poor study habit scores than the students who got good study habits scores i.e., number of more hours in studying their lessons. On the whole students academic performance; it was noted that the students in an average performance as evidenced by the computed mean of 2.15. Specifically, there are 50% of them fall under average performance.

Aravind Chaudhari (2013) conducted a study to explore the study habits in relation to academic achievement of B.Ed. student teachers in Banaskantha District of Gujarat state. The sample comprised of 80 male and female college students. Results of the study revealed that there is a significant positive correlation between study habits and academic achievement; as a whole and dimension wise. Further, there is a significant difference between high and low academic achievement and study habits of student teachers.

Sabahattin Deniz (2013) investigated the relationship between study habits and learning styles of B.Ed. trainee teachers. The sample consisted of 412 trainee teachers. Study Habits Questionnaire and Learning Style Inventory were administered to subjects. Findings suggested that the diverging, assimilating, converging and accommodating learning styles were found to be significantly correlated to deep approach and surface approach sub dimensions of study habits and diverging, assimilating, converging and accommodating learning styles are the important predictors of deep approach and surface approach sub dimensions of study habits of trainee teachers.

Marie Jean and Mendezabal (2013) find out the relationship between study habits and attitudes and their performance among B.Ed. student teachers. The participants were assessed by administering the survey of Study Habits and Attitudes
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by Brown and Holtzman. Results revealed that the participants do not have favorable study habits and attitudes. Among the noted unfavorable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test taking techniques and failure to inform their teachers of their difficulties with school work and ask for their help. Significant relationship between study habits and attitudes and performance in student teachers were clearly shown in this study. Study habits (work methods and time management) of the participants were correlated with their success; while study attitudes (attitudes toward teachers and educational acceptance) were not significantly related to success in student teachers.

Moshahid (2014) studied the study habits among B.Ed. and D.Ed. Urdu medium trainees. The sample consists of 210 (B.Ed. N=115 and D.Ed. N=95) Urdu medium student teachers constituted the sample of study and they were selected through stratified random sampling method. Study Habits Inventory by Mathur was administered to sample. Findings of the study revealed that B.Ed. Urdu medium student teachers are found significantly better study habits than D.Ed. Urdu medium student teachers. Moreover, the study habits of female Urdu medium student teachers are found to be significantly better than the male Urdu medium student teachers.

Sukhdev Singh Sandh (2014) conducted a study to find out the relationship between academic achievement, achievement motivation and study habits among B.Ed. student teachers. The sample consists of 200 male and female student teachers of Ludhiana City. Marks obtained by the student teachers in their previous final studies were taken as Academic Achievement, Deo Mohan’s Achievement Motivation Scale and Study Habits Inventory. (Revised version) by Mukhopadhyay and Sansanwal were used in the study. Results suggested that significant and positive relation between Academic achievement and achievement motivation; between academic achievement and study habits. Males were good in their study habits, high in academic achievement and achievement motivation than female student teachers.

LOCALITY AND STUDY HABITS

HariKrishan (1992) attempted to find out the effect of gender and locality on academic achievement and study habits of B.Ed. student teachers. The sample consists of 100 male and female student teachers. The study concluded that male scored good in study habits than female student teachers and urban student teachers were better study habits than rural student teachers.
Shah and Sharma (1994) conducted a study to investigate the effect of study habits on academic achievement of 200 (100 rural and 100 urban) B.Ed. government and private college student teachers of Pury and Jehri districts of Kashmir State. Study Habits Inventory by Sinha and Singh and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that urban student teachers possessed good study habits and academic achievement than rural student teachers; private college student teachers were better study habits than government college student teachers; there was no significant difference between government and private college student teachers on their academic achievement.

Ghanda (1995) studied the study habits of 100 rural and urban B.Ed. science and arts student teachers. Study Habits Inventory by Jai Prakash was administered to sample. Results revealed that there was no significant relationship between rural and urban student teachers on study habits; science student teachers were performed better than arts student teachers.

Norman (1995) surveyed the study habits and academic achievement of B.Ed. student teachers. The sample consists of 80 rural and urban student teachers. Study Habits Inventory by Blumner and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings show that urban student teachers were better study habits than rural student teachers. Study habits and academic achievement are found to be less predictor of the performance of male and female student teachers.

Bookman (1996) studied the effect of locality on study habits of B.Ed. prospective teachers. The sample consists of 545 (270 rural and 275 urban) prospective teachers. Study Habits Inventory by Roy and Yadav was admitted to subjects. Results indicated that male prospective teachers were scored better on study habits than female prospective teachers; urban student teachers were better study habits than rural prospective teachers.

Anandi (1997) examined the effect of self concept on study habits of 317 rural and urban B.Ed. student teachers from Madras City. Self Concept Questionnaire by Gupta and Study Habits Inventory by Patel were administered to subjects. It is revealed that urban student teachers were better than rural student teachers; rural student teachers scored higher self concept than urban student teachers.
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Johnson (1997) assessed the influence of study habits on academic achievement of 210 rural and urban student teachers. Study Habits Questionnaire by Das and Singh and Academic Achievement marks obtained by the previous academic year was taken into consideration and found that urban student teachers were scored better on study habits and academic achievement than rural student teachers.

Sharma (1998) investigated the study habits and intelligence among B.Ed. teacher trainees. The sample consists of 200 (118 rural and 82 urban) male and female teacher trainees of Kashmir state. Intelligence Scale (RPM) by Raven and Study Habits Inventory by Singh and Sharma were used in the study. Results revealed that urban teacher trainees were scored better study habits and intelligence than rural teacher trainees; there is positive and significant relationship between male and female student teachers on study habits and intelligence.

Gupta (2000) examined the effect of gender and locality on study habits of 180 (90 rural and 90 urban) male and female trainee teachers. Study Habits Inventory by Patel was admitted to subjects. Findings suggested that urban trainee teachers were good study habits than rural teacher trainees; there is no significant difference between male and female trainee teachers on study habits.

Abishamra (2000) conducted a study to find out the relationship between study habits and academic achievement of 120 rural and urban student teachers. Study Habits Inventory by Singh and Academic Achievement marks obtained by the previous academic year was taken into consideration. It was found that there is positive and significant relationship between study habits and academic achievement of rural and urban student teachers.

Kaur (2002) observed the influence of locality on study habits among B.Ed. student teachers. The sample consists of 356 rural and urban student teachers. Study Habits Inventory by Patel and Das was used in the study. Results revealed that the study habits scores of urban student teachers were better than rural student teachers; there is no significant difference between male and female student teachers on study habits.

Parker and Hogan (2002) studied the relationship between study habits and academic achievement of 667 (320 rural and 347 urban) male and female student teachers. Study Habits Questionnaire by Mishra was used in the study. Findings of the study indicated that the urban student teachers were good on study habits and academic achievement than rural student teachers; there is no significant difference between male and female student teachers on study habits and academic achievement.
Petrides (2003) investigated the relationship between study habits and cognitive ability on academic achievement among prospective teachers. The sample consists of 659 (330 male and 329 female) rural and urban prospective teachers. Study Habits Questionnaire by Singh and Sharma, Cognitive Ability Scale by Gupta and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that male prospective teachers were better on study habits and academic achievement than female prospective teachers; there is no significant difference between cognitive ability and academic achievement of male and female prospective teachers and urban prospective teachers scored well on study habits, cognitive ability and academic achievement than rural prospective teachers.

Mohan and Sundaram (2004) conducted a study to find out effect of study habits on academic achievement of arts and science B.Ed. teacher trainees. The sample consists of 100 rural and urban teacher trainees. Study Habits Scale by Singh and Gupta and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that the urban trainee teachers scored better on study habits and academic achievement than rural trainee teachers; there was significant but low positive correlation between study habits and academic achievement in science subject teacher trainees than arts subject teacher trainees.

Gurubasappa (2005) examined the adjustment and study habits as correlates of academic achievement of B.Ed. student teachers. The sample of the study was 400 student teachers taken from eight B.Ed. colleges situated in Tumkur district of Karnataka state. Results suggested that there was a significant high correlation between study habits and academic achievement of the student teachers and found that student teachers with better study habits are high academic achievers. There was a significant high correlation between academic achievement and adjustment and it was concluded that well-adjusted student teachers achieved higher; significant difference in the academic achievement of student teachers with different levels of adjustment and study habits and there was a significant difference in the academic achievement of student teachers in relation to sex, type of school, medium of instruction, locality and socio economic status.

Singh (2006) investigated the relationship between academic achievement and study habits among 200 prospective teachers. 14 Personality Factors by Cattell, Personality Adjustment Inventory by Saxena, Junior Index of Motivation by Frymier and Study Habits Inventory by Rao were used in the study. Findings suggested that the intensity of incidence of academic achievement was more or less uniform in urban
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and rural areas prospective teachers. The incidence of study habits was higher in science methodology than social methodology. The proportion of female prospective teachers study habits scores was better than the male prospective teachers.

Singh and Nuthana (2007) find out the effect of gender and locality on study habits of 600 (325 male and 275 female) rural and urban B.Ed. prospective teachers from Karnataka State. Study Habits Questionnaire by Singh and Mathur was administered to subjects. Results show that there was no significant difference between male and female prospective teachers on study habits and urban prospective teachers were better study habits than the rural prospective teachers.

Rajendran (2007) studied the effect of rural and urban differences in their study habits of B.Ed. teacher trainees. The sample consists of 250 (125 male and 125 female) teacher trainees. Study Habits Questionnaire by Singh was administered to sample. Findings suggested that there was no significant difference between male and female teacher trainees on study habits; urban teacher trainees scored better study habits than rural teacher trainees.

Swaroop and Vishwakarma (2008) carried out a study to know the impact of study habits on academic achievement of 200 (100 rural and 100 urban) government and private colleges student teachers of Chhatarpur district of Madhya Pradesh. Study Habits Inventory by Dekshit and Academic Achievement marks obtained by the previous academic year was taken into consideration. It is noted that urban student teachers performed better study habits and academic achievement than rural student teachers; private college student teachers were good on study habits and academic achievement than government college student teachers.

Ismail (2010) observed the locality differences on study habits among Turkish B.Ed. prospective teachers. The sample consists of 60 rural and urban areas prospective teachers. Study Habits Inventory by Sinha and Sinha was used in the study. Findings show that urban subjects were better on study habits than rural prospective teachers; there was no significant difference between male and female prospective teachers on study habits.

Praveen and Singh (2010) studied the relationship between social maturity and study habits of 400 student teachers (200 male and 200 female) from rural and urban areas. Social Maturity Scale by Praveen and Singh and Study Habits Inventory by Patel was administered to subjects. Results indicated that there were no significant
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differences between study habits and social maturity of male and female student teachers; urban student teachers are good in study habits and social maturity than rural student teachers.

Saxena (2012) carried out a study to find out the effect of socio economic status and cultural settings on study habits of B.Ed. student teachers. The sample comprised of 420 student teachers selected randomly. Study Habits Inventory by Shen Gupta Das was administered to subjects. Findings suggested that study habits and socio economic status has the most significant effects on study habits of different divisions as well as failures of student teachers. The rural culture had better patterns of study habits than those belonging to the urban culture. Rural culture promoted better study habits and academic achievement.

Singh and Surendra (2012) studied the influence of gender and locality on study habits and academic achievement of 360 (180 male and 180 female) rural and urban student teachers. Study Habits Scale by Namitados and Academic Achievement Questionnaire by Shen were administered to sample. Findings suggested that male student teachers were better in their study habits and academic achievement than female student teachers and urban student teachers scored better on study habits and academic achievement than rural student teachers.

Kumar and Ravi (2012) conducted a study on 120 rural and urban B.Ed. student teachers using Study Habits Scale by Upinder Dhar and concluded that there is positive and significant relationship between rural and urban student teachers on their study habits.

SiddiRaju (2013) investigated the relationship between gender and locality on study habits of B.Ed. prospective teachers. The study was conducted on a sample of 220 male and female student teachers and the data was collected from rural and urban colleges of education in Chittoor district of Andhra Pradesh. Based on the findings, the study revealed that gender and locality of prospective teachers were significantly influenced on their study habits; urban students have better in their study habits than rural students in social studies.

Vipinder and Kaur (2013) examined the effect of gender and locality on study habits of 200 (100 rural and 100 urban) teacher trainees. Study Habits Inventory by Patel was used in the study. It is revealed that urban teacher trainees scored better study habits scores than rural teacher trainees; there was positive and significant relationship between male and female teacher trainees on study habits.
Chitra and Vijaya (2013) carried out a study to find out the rural and urban differences on study habits and academic achievement among B.Ed. prospective teachers. The sample consists of 184 (90 male and 94 female) rural and urban prospective teachers from Tamil Nadu State. Study Habits Questionnaire by Muragan and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that study habits and academic achievement of female prospective teachers were better than male prospective teachers; urban prospective teachers were good in study habits and academic achievement than rural prospective teachers.

Kumar and Swamy (2013) studied the relationship between study habits and academic achievement of 97 rural and urban student teachers. Study Habits Questionnaire by Mishra and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results show that rural and urban student teachers scores on study habits were positively related to academic achievement; urban student teachers were secured better study habits scores than rural student teachers.

Maharana (2013) investigated the effect of gender and locality on study habits and academic achievement of 220 (110 male and 110 female) rural and urban prospective teachers. Study Habits Inventory by Singh and Kumar and Academic Achievement marks obtained by the previous academic year was taken into consideration. It was found that male and urban prospective teachers scored better on study habits and academic achievement than female and rural prospective teachers.

Sukhdev Singh (2014) studied the study habits of prospective teachers in relation to their academic achievement and emotional intelligence. The sample consists of 200 (100 male and 100 female) from rural and urban colleges. Study Habits Inventory by Singh and Sinha, Emotional Intelligence Scale by Ahuja and Sarabjit and Academic Achievement marks obtained by the previous academic year were taken into consideration. Results indicated that there is positive and significant relationship between study habits, academic achievement and emotional intelligence of male and female prospective teachers; urban prospective teachers scored better study habits and academic achievement than rural prospective teachers; rural prospective teachers were secured good study habits and emotional intelligence than urban prospective teachers.
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TYPE OF MANAGEMENT AND STUDY HABITS

Patil (1984) examined the effect of study habits on academic achievement of 250 government and private pupil teachers from Nagpur University. Study Habits Questionnaire by Dani and Academic Achievement Test by Devon were used in the study. Findings suggested that private college pupil teachers were better study habits than the government college pupil teachers; there was no significant difference between government and private college pupil teachers on academic achievement.

Sheikh (1990) studied the study habits in relation to intelligence, creativity and academic achievement of 185 B.Ed. student teachers of government and private colleges. Study Habits Scale by Patel, Intelligence Scale by Singh, Creativity Thinking Test by Torrance and Academic Achievement marks obtained by the previous academic year were taken into consideration. Results indicated that private college student teachers were better study habits and academic achievement than government college student teachers; there was positive and significant relationship between study habits and intelligence of government and private college student teachers; government college student teachers were better study habits and creativity than private college student teachers.

Badhri (1991) carried a study to find out the causes for academic achievement in government B.Ed. college student teachers in Chenglapattu District of Tamil Nadu. The sample consists of 180 student teachers. The Group test of Intelligence, Study Habit Inventory and School Information Blank were used in the study. Results concluded that the causes of poor academic achievement identified as; low motivation; policy of liberal promotion to the next higher class; poor study habits; lack of parental involvement in education and poor teaching.

Aggarwal (1993) assessed the effect of study habits on academic achievement of 200 government and private college prospective teachers. Study Habits Inventory by Singh and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that prospective teachers hailing from private colleges had better study habits and good in academic achievement than government college prospective teachers.

Shah and Sharma (1994) conducted a study to investigate the effect of study habits on academic achievement of 200 (100 rural and 100 urban) B.Ed. government and private colleges student teachers of Pury and Jehri districts of Kashmir State. Study Habits Inventory by Sinha and Singh and Academic Achievement marks
obtained by the previous academic year was taken into consideration. Results of the study suggested that urban student teachers possessed good study habits and academic achievement than rural student teachers; private college student teachers were better study habits than government college student teachers; there was no significant difference between government and private college student teachers on their academic achievement.

Garewal (1996) conducted a study on study habits and academic achievement of 220 (110 government and 110 private colleges) student teachers. Study Habits Inventory by Singh and Yadav and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results indicated that study habits had positive and significant relationship with academic achievement of government and private college student teachers.

Rajand Mahesh (1997) investigated the effect of study habits on academic achievement of B.Ed. teacher trainees from Ajmer district of Rajasthan State. The sample consists of 110 government and private college teacher trainees. Study Habits Inventory by Roy and Academic Achievement marks obtained by the previous academic year was taken into consideration. It is revealed that private college teacher trainees were good on study habits and academic achievement than government college teacher trainees.

Ahmed (1998) examined the study habits and achievement motivation among B.Ed. teacher trainees. The sample consists of 120 government and private college student teachers of Mumbai city. Achievement Motivation Scale by Shafi and Study habits Questionnaire by Sinha and Sinha was used in the study. Findings indicated that there was no significant difference in achievement motivation and study habits of the male and female student teachers; private college student teachers scored better on their study habits and achievement motivation than government college student teachers.

Charbonneau (2002) studied the relationship between study habits, type of college and sex differences among 134 government and private colleges B.Ed. student teachers. Study Habits Inventory by Bajgar was used in the study. Results show that female student teachers scored somewhat, but not significantly higher than the male student teachers on study habits; private college student teachers scored better study habits than government college student teachers.
Kafetsios (2004) observed the effect of the type of management on study habits of 239 government and private college student teachers. Study Habits Inventory by Mayer and Caruso was used in the study. It was found that private college student teachers were better study habits than government college student teachers.

Randolph (2004) studied the relationship between study habits and academic achievement on a sample of 160 government and private B.Ed. college student teachers. Study Habits Inventory by Mathur and Sinha and Academic Achievement marks obtained by the previous academic year were taken into consideration and found that there existed significant correlation between study habits and academic achievement; private college student teachers were better study habits and academic achievement than government college student teachers and there was no significant difference between the performance of male and female student teachers in study habits and achievement.

Viswesvaran (2005) examined the influence of type of college on study habits of B.Ed. student teachers. The sample consists of 275 government and private college student teachers. Study Habits Inventory by Mathur was administered to sample and the study concluded that private college student teachers were good in their study habits than government college student teachers.

Thompson (2005) studied the effect of mental ability on study habits of 400 (200 male and 200 female) government and private college student teachers from Tumkur district of Karnataka State. Mental Ability Scale by Singh and Gupta and Study Habits Inventory by Roy and Patel was used in the study. Findings shown that male student teachers scored higher mental ability and study habits than female student teachers; private college student teachers scored better on study habits and mental ability than government college student teachers.

Burns and Nettelbeck (2006) investigated the relationship between study habits and academic achievement of 246 government and private colleges B.Ed. student teachers. Study Habits Questionnaire by Bastian and Academic Achievement marks obtained by the previous academic year were taken into consideration and the results showed that the private college student teachers were good on study habits and was correlated with better academic achievement than government college student teachers.
Mishra and Ranjan (2008) carried out a study to find out the influence of type of college on study habits of B.Ed. prospective teachers (N=80; 40 from government college and 40 from private colleges). Study Habits Inventory by Sinha was used in the study. Findings indicated that private college and government college prospective teachers differed significantly on study habits; private college prospective teachers were found to be significantly good on study habits than government college prospective teachers.

Swaroop and Vishwakarma (2008) carried out a study to find out the impact of study habits on academic achievement of 200 (100 rural and 100 urban) government and private B.Ed. colleges of Chhatarpur district of Madhya Pradesh State. Study Habits Inventory by Dekshit and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results suggested that urban student teachers performed better on study habits and academic achievement than rural student teachers; private college student teachers were good on study habits and academic achievement than government college student teachers.

Carr (2009) studied the influence of type of college on study habits among B.Ed. prospective teachers. The sample consists of 177 government and private college student teachers. Study Habits Inventory by Singh and Patel was administered to sample. Results indicated that the private college prospective teachers had better study habits than government college student teachers.

Tatawadi (2009) examined the effect of type of management on study habits among government and private B.Ed. student teachers. (N=200) Study Habits Inventory by Sinha and Sinha was used in the study. Results suggested that private college student teachers mean scores on study habits were better than government college student teachers.

Sajan (2010) investigated the effect of type of college on study habits of 220 (110 government and 110 private college) B.Ed. student teachers from Malabar area of Kerala state. Study Habits Inventory by Singh and Singh was admitted to subjects. It was found that private college student teachers scored better on study habits than government college student teachers.

Omotere Tope (2011) find out the locality differences on study habit and academic performance of B.Ed. teacher trainees in Ijebu-Ode local government area of Ogun State of Nigeria. The sample of 200 teacher trainees, randomly selected from
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five colleges. The instrument utilized for the study was Study Habits and Study Attitude Scales. Results suggested that appropriate parental counseling programme needs to be organized for parents that will educate them on how to motivate them to cultivate good study habits in order to enhance their academic performance.

Kulasekara (2012) made an attempt to study the study habits of B.Ed. prospective teachers in Nagarkovil District of Tamil Nadu. The sample of the study was 160 male and female of government and private college prospective teachers. Findings indicated that male trainees were good in their study habits than female prospective teachers; government college prospective teachers scored better than private college prospective teachers; urban student teachers were better than rural prospective teachers on study habits.

Naeemullah Bajwa (2012) conducted a study in order to determine the difference between the study habits of B.Ed. student teachers from Formal and Non Formal systems of education in Pakistan. Five hundred student teachers from The Islamia University of Bahawalpur and 500 student teachers from the Bahawalpur region of the AllamaIqbal Open University were taken as the sample student teachers of formal system are significantly better on time management. Students of non-formal system are significantly better on class attendance and participation. Student teachers of non-formal system are significantly better on general studying strategies. Student teachers of formal system are significantly better on exam preparation. Student teachers of non-formal system are significantly better on general setting and motivation. Student teachers of non-formal system are significantly better on text book reading. Student teachers of formal system are significantly better on note taking. Over all student teachers from non-formal system of education are significantly better than the student teachers of formal system.

Joshi (2012) assessed the effect of study habits on academic achievement of B.Ed. teacher trainees from Jalgaon city of Maharashtra State. The sample consists of 678 (339 male and 339 female) which includes the type of institute, arts and science teacher trainees. Study Habits Inventory by Singh and Sinha and Academic Achievement (theory and practical marks) obtained by the present academic year were taken into consideration. Results indicated that female teacher trainees were higher than male teacher trainees on study habits and academic achievement; science teacher trainees were scored better study habits and academic achievement than arts teacher trainees and private college teacher trainees were good on study habits and academic achievement than government college teacher trainees.
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Lal and Krishan (2014) studied the relationship between study habits and academic achievement of 250 (125 male and 125 female) government and private college student teachers. Study Habits Inventory by Kaur and Singh and Academic Achievement Scale by Kumar were administered to subjects. Results concluded that there is significant difference between government and private college student teachers; male student teachers hailing from government colleges were better on study habits and academic achievement than private college student teachers.

Nagaraj et al (2014) investigated the influence of study habits on academic performance of B.Ed. student teachers. The sample consists of 250 (125 rural and 125 urban) government and private colleges from Belgavi districts of Karnataka State. Study Habit Inventory by Patel and Academic Performance marks obtained by the previous academic year was taken into consideration. It was found that there was no association between rural and urban student teachers on study habits. Rural and urban student teachers differed significantly on two dimensions of reading and note taking habits and preparation for examination; urban student teachers scored higher than rural student teachers and private college student teachers were better on study habits and academic performance than government college student teachers.

ACADEMIC ACHIEVEMENT, MENTAL HEALTH AND STUDY HABITS

Siva (1998) conducted a study on the study habits and mental health among B.Ed. student teachers. The sample consists of 590 (295 male and 295 female) from government and private colleges. Study Habits Questionnaire by Singh and Mental Health Questionnaire by Anand were administered to subjects. Results concluded that there was no significant difference between male and female student teachers on study habits; male scores were better mental health than female student teachers and private college student teachers scores were better study habits and mental health than government college student teachers.

Kumar (2002) examined the effect of mental health on study habits and academic achievement of B.Ed. prospective teachers. The sample consists of 260 government and private college prospective teachers. Mental Health Inventory by Gupta, Study Habits Inventory by Kumar and Das and Academic Achievement marks obtained by the previous academic year were taken into consideration. Results revealed that the private college student teachers scored better study habit, mental health and academic achievement than government college student teachers.
Lam and Kirby (2002) conducted a study on study habits and mental health of 304 government and private B.Ed. college student teachers. Mental Health Questionnaire by Anand and Study Habits Scale by Patel and Singh was administered to sample and found that overall study habits was related to mental health. Students who are in good study habits were associated with better scores on mental health and Private college student teachers have good study habits and good mental health than government student teachers.

Munjal (2003) explored a study on mental health and study habits of 400 government and private college B.Ed. prospective teachers of Chandigarh. Mental Health Questionnaire by Gupta and Study Habits Scale by Shen Gupta were administered to subjects. It is noted that private college student teachers scored better mental health and study habits than government college student teachers.

Rani (2008) examined the relationship between study habits and mental health among 180 government and private college prospective teachers. Study Habits Inventory by Patel and Mental Health Questionnaire by Singh and Gupta were administered to subjects. Findings suggested that private college student teachers secured better study habits and mental health scores than government college prospective teachers.

Amrita Deb and Meenakshi (2011) made an attempt to study the study habits and mental health on academic achievement. The sample consists of 200 University adolescent students. Academic Achievement Scale by Nazim, Mental Health Inventory by Singh and Study Habits Inventory by ShenGuptha was admitted to sample. Results revealed that a significant relationship among three variables viz., study habits, mental health and academic achievement. Male students have better academic achievement, good study habits and good mental health than female students.

ACADEMIC ACHIEVEMENT AND MENTAL HEALTH

Smith and Kenneth (2000) conducted a study on mental health and academic achievement of secondary school student teachers. The study consisted of 160 men and women student teachers. Mental Health Battery by Singh and Gupta and Academic Achievement Scale by Mishra were administered to sample. Results revealed that women student teachers possess good mental health and better academic achievement than their counterpart of men student teachers. The result also showed that Mental Health has significant and positive directional effects on academic achievement.
Kumari Vanaja (2000) conducted a study the effect of mental health on academic achievement of adolescent students. The sample of the study consisted of 629 university adolescent students. Mental Health scale and Academic Achievement Inventory by Kumari Vanaja was used to assess the subjects’ mental health and academic achievement. Results indicated that mental health was significantly correlated with academic achievement and girls have better mental health and better academic achievement than boys. There is no significant difference between mental health and academic achievement of rural and urban adolescents.

Sarala (2001) studied the relationship between academic achievement and mental health among 150 B.Ed. student teachers. Mental Health Questionnaire by Anand and Academic Achievement marks obtained by the previous year marks were taken into consideration. Findings of the study reveal that academic achievement was significantly correlated with mental health and female student teachers possess good mental health and better academic achievement than male student teachers.

Jovedi (2005) examined the influence of school environment and mental health on academic achievement of 400 B.Ed. students from Gorakhpur of Uttar Pradesh. School Environment Scale and Mental Health scale by Jalota and Academic Achievement scores obtained by the previous year marks are considered. Findings suggested that students from urban schools with enriched environment had significantly better academic achievement and good mental health than rural school students from poor school environments have poor in academic achievement and poor mental health.

Srividhya (2007) conducted a comparative study of mental health and academic performance of B.Ed. student teachers. The sample consisted of 223 student teachers. Mental Health Inventory by Jagadish and Srivastava and Academic Performance scale by Joshi was used in the study. It is suggested that men student teachers have good mental health, better academic performance than women student teachers and also found that mental health and academic performance have positive and significant relationship.

Chhabra and Sunita (2008) conducted a study to find out the relationship between mental health status and academic achievement on a sample of 450 male and female (200 from rural and 250 from urban) student teachers. Mental Health status scale by Abraham and Academic Achievement Scale by Srujana was used to assess the subjects’ mental health and academic achievement. Results revealed that there is a significant and positive relationship between mental health and academic
Female student teachers have better academic achievement and good mental health than male student teachers and no significant deference between rural and urban student teachers on their academic achievement.

Saheel Khan (2008) studied the academic achievement in relation to mental health among B.Ed. trainee teachers. The sample comprised of 540 male and female trainee teachers. Academic Achievement scale by Hatwal and Mental Health Status Inventory by Mithila was used to assess the subjects’ mental health and academic achievement. Results revealed that mental health is positive and significantly related with academic achievement and female teacher trainees possess good mental health and better academic achievement than male teacher trainees.

Martin et al (2009) examined peer stressors and gender differences on adolescents' mental health. The sample comprises of the study 2,084 Dutch young adolescents. Internalizing and externalizing problems were measured at baseline and follow-up, whereas stressful life events in the period between baseline and follow-up were measured retrospectively at follow-up. The major findings were that relationship losses were more strongly associated with internalizing and externalizing problems in girls than boys. Peer victimization at school was also associated with both types of mental health problems, but equally strong in boys and girls.

Sudharani (2009) conducted a study on mental health as predictors of academic achievement of B.Ed. student teachers. The sample consists of 350 (160 male and 190 female) government and private college student teachers. Mental Health Scale by Gupta and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that male student teacher scored higher on mental health and academic achievement than the female student teachers; private college student teachers scored higher mental health and academic achievement scores than government college student teachers and urban student teachers scored good mental health and academic achievement than rural student teachers.

Kamalakar (2009) made an attempt to find out the relation of mental health and academic achievement in English method of B.Ed. Teacher trainees. The sample consists of 250 male and female teacher trainees. Mental Health Inventory by JegdishSrivastava and Achievement Test in English standardized by the investigator was used to analyze the subjects’ academic achievement. Results show that there is no
significant difference between Mental Health and Academic Achievement of teacher trainees with reference to variables gender and locality of the institution and mental health have significant relationship with academic achievement.

Adhiseshu and Sanmugam (2011) investigated the relationship between mental health and academic achievement of 400 government and private college student teachers of Chennai city. Mental Health Inventory by Kumar and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that the private college student teachers were better mental health and academic achievement than government college student teachers.

Sirohi and Mohan (2012) studied the effect of mental health on academic achievement of 280 male and female (130 rural and 150 urban) student teachers. Mental Health Questionnaire and academic Achievement scale by Sirohi and Mohan was used to assess the mental health and academic achievement of student teachers. Study reported that urban female student teachers possess good mental health and better academic achievement than rural male student teachers and also found that mental health was significantly correlated with academic achievement.

Kamalakar (2012) conducted a comparative study of academic achievement and mental health of 200 (100 from government and 100 from private college) student teachers. Mental Health Battery by Arun Kumar and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that there was positive and significant relationship between government and private college student teachers; private college student teachers have better on mental health and academic achievement than government college student teachers.

Vinodh (2014) conducted a study to find out the relationship between mental health and academic performance of 200 (100 male and 100 female) student teachers. Mental Health Questionnaire by Goldberg and Academic Performance marks obtained by the previous academic year was taken into consideration. Findings show that mental health and academic performance of male student teachers were higher than the female student teachers.

Nalini (2014) examined the relationship between academic achievement and mental health among prospective teachers. The sample consists of 400 (200 male and 200 female) government and private college prospective teachers from Tamil Nadu State. Mental Health Questionnaire by Singh and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed
that there was significantly positive relationship between male and female prospective teachers on mental health and academic achievement; Private college prospective teachers scored better mental health and academic achievement than government college prospective teachers.

Sandhya and Swarna (2014) investigated the gender differences in relation to academic achievement and mental health of 237 (128 male and 109 female) government and private college student teachers. Mental Health Battery by Shen and Gupta and Academic Achievement marks obtained by the previous academic year were taken into consideration. It is noted that there was no significant relationship between male and female student teachers on mental health and academic achievement. Private college student teachers possess higher mental health and academic achievement than government college student teachers.

**GENDER AND MENTAL HEALTH**

Mangotra (1982) conducted a study on mental health as a correlate of intelligence, academic achievement and socioeconomic status of B.Ed. student teachers. The sample consists of 160 male and female student teachers. Results revealed that female student teachers scored higher in intelligence and socioeconomic status than male student teachers; female student teachers appeared to possess better mental health, were capable of facing the realities around them and in a position to tide over the mental health disequilibrium; the mental health of male and female student teachers appeared to the considerably influenced by the two factors; intelligence and mental health. Mental life of male student teachers was dominated by the feeling of depression and neurotic behavior. On the other hand, female student teachers were found to be suffering from a sense of insecurity and anxiety.

Ahluwalia (1984) examined the influence of mental health and teaching attitude of B.Ed. prospective teachers. The sample consists of 120 male and female prospective teachers. Mental Health Inventory and Teaching Attitude Inventories were administered to sample. Results show that the mean mental health and attitude towards teaching scores of the prospective teachers were found to decrease rather than increase at the end of the training programme. There was no significant difference between the mental health and attitude towards teaching of prospective teachers in relation to sex and institutions.

Abraham (1985) studied certain psychosocial factors correlates of mental health status of university B.Ed. student teachers of Kerala. The sample consists of 880 (454 males and 426 females) student teachers. Psychological Needs Inventory by
Abraham and Fernandez, Introversion-Extroversion Scale by Nair, Adjustment Inventory by Abraham and Jacob and Mental Health Status Scale by Abraham and Prasanna were used in the study. Findings suggested that the psycho-social variables discriminated between high and low mental health status groups equated for intelligence, age and sex. The high mental health status group and low mental health status group differed significantly from one another in terms of number of structure factors, the loadings and in terms of factors in each.

Mehra (1986) examined the mental health and attitude of prospective teachers towards teaching profession. The sample consists of 80 male and female prospective teachers. Mental Health Inventory and Attitude towards Teaching Scales were administered and found that there was no significant difference between mental health and attitude of male and female prospective teachers towards teaching profession.

Sinha (1988) studied the mental health of B.Ed. university student teachers. The sample consisted of 377 (259 male and 118 female) student teachers of Kurukshetra University. Mental Health Questionnaire by Crown and Crisp were used to collect the data. Results indicated that the mental health scores of male and female were not differed with each other.

Bartolini (1989) assessed the relationship between academic achievement and mental health. The sample consists of 262 student teachers (169 male and 93 female). Mental Health scale by Anand was used to assess the mental health status of the subjects and marks obtained by the previous academic year were considered as academic achievement. It was found that mental health and academic achievement were positively correlated.

Das Mohapatra (1990) conducted a study on mental health of B.Ed. student teachers (50 male and 50 female). Mental Health Questionnaire by Singh was administered to sample. Results indicated that male student teachers were higher mental health than female student teachers.

Grewal Hirdi Pal (1990) investigated the relationship between mental health and academic achievement of prospective teachers. The sample consists of 80 prospective teachers. Findings suggested that the mental health of the prospective teachers was positive and significantly correlated to their academic achievement.

Verma (1991) examined the relationship between the mental health and academic achievement of 515 student teachers. Mental Health Questionnaire by Singh and Academic Achievement (marks obtained by the previous year) were taken into consideration and found that student teachers academic achievement and mental health scores were positively correlated with each other.
Kamau and Catherine (1992) conducted a study on burnout, locus of control and mental health of B.Ed. student teachers. The sample consists of 385 male and female student teachers. Burnout Inventory by Meslach, Locus of Control Scale by Rotter and Mental Health Scale by Kamau and Catherine were used in the study. Findings suggested that male student teachers were emotionally over extended, exhausted, controlled, anxious; they were more capable of coping with stresses than female student teachers and urban student teachers were less emotionally exhausted, more internally controlled and anxious and had a low level of mental health.

Jegde (1994) examined the relationship between personality and mental health characteristics of 870 Nigerian University B.Ed. student teachers (145 female and 725 male). Results show that there was no significant relationship between self assessed mental health and neuroticism of student teachers.

Srivastava (1995) assessed the mental health of 50 male and female student teachers. Mental Health Questionnaire by Srivastava was administered to subjects. Results indicated that there was no significant difference between male and female student teachers on their mental health.

Sharma (1995) examined to find out the relationship between mental health and academic achievement of 504 student teachers from Allahabad city. Mental Health Questionnaire by Gupta and Academic Achievement (marks obtained by previous academic year were taken into consideration). Results suggested that the influences of mental health on academic achievement are positive and significant and socio-economic conditions of the student teachers have not shown any relationship between mental health and academic achievement.

Sinha and Bhan (1996) studied the mental health among B.Ed. prospective teachers in Kurukshetra University. The sample consisted of 259 (141 male and 118 female) prospective teachers. Mental Health Inventory by Srivastava was used in the study. It is concluded that male prospective teachers were significantly higher mental health than female prospective teachers.

Sharma (1997) examined the self concept, level of aspiration and mental health as factors in academic achievement of B.Ed. student teachers. The sample consists of 1020 student teachers and they were administered the Self Concept scale by Piers Harris, Level of Aspiration scale by Ansari and Ansari and Mental Health Questionnaire by Asthana. Findings suggested that mental health did not affect scholastic achievement, but influenced certain measures of self concept of student
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teachers. The level of self concept affected academic achievement positively and significantly and the level of aspiration had favorable influence on mental health of student teachers.

Mizell (1997) conducted a study on the self concept and mental health of 100 male and female student teachers. Mental Health Inventory by Srivastava was administered to sample and reported that male and female student teachers were not shown any significant difference on their self concept and mental health scores.

Pareek and Rao (1998) studied the effect of mental health on intelligence of B.Ed. 170 male and female student teachers, drawn from ten B.Ed. Colleges of Delhi city. Intelligence Test by Prayag Mehta and Mental Health Questionnaire by Pareek were used. Results suggested that male student teachers scored higher mental health scores than female student teachers and female student teachers secured high intelligence scores than male student teachers.

Grisay (1998) conducted a study to find out the influence of gender on mental health status of 250 (125 male and 125 female) student teachers. Mental Health Inventory by Srivastava was used to assess the subjects’ mental health. Findings show that there was no significant difference between male and female student teachers on mental health.

Fuligni (1998) examined the relationship between the mental health and academic achievement among 309 male and female student teachers. Mental Health Questionnaire by Srivastava and marks obtained by the previous academic year were considered as academic achievement. Results indicated that mental health and academic achievement was significantly correlated between male and female student teachers.

Darlene (1998) studied the effect of intelligence, achievement motivation and mental health as correlates on academic achievement of 100 B.Ed. student teachers. Intelligence Scale by Raven, Achievement Motivation by Sharma, Mental Health Questionnaire by Anand and Academic Achievement (marks obtained by the previous year were taken into consideration). It is observed that intelligence; achievement motivation and mental health were positively and significantly correlated with academic achievement.

Hall Evelyn (1999) assessed the mental health of 60 male and female student teachers. Mental Health Inventory by Srivastava was administered to subjects and concluded that mental health scores of female student teachers are better than male student teachers.
Ciarrochi and Anderson (2000) studied the emotional intelligence, stress and mental health of 80 student teachers. To assess the emotional intelligence, stress and mental health of the subjects; Emotional Intelligence Inventory by Singh, Stress Questionnaire by Gupta and Mental Health Scale by Anand Kumar were used. Findings suggested that emotional intelligence is a distinctive construct as well as being important in understanding the relationship between stress and mental health of student teachers.

Chaudhary (2001) explored to find out the gender differences on occupational stress and mental health of 400 male and female B.Ed. student teachers, selected out of 20 districts in Haryana state. Personal Data Sheet, Mental Health Scale by Mangotra and Occupational Stress Scale by Padhi were used for the study. Results revealed that male student teachers were better than female student teachers on mental health and occupational stress.

Shakunthala (2001) studied the adjustment of B.Ed. student teachers in relation to their teaching competency, emotional maturity and mental health of 160 male and female student teachers. Findings suggested that high, positive and significant correlation between student teachers’ adjustment and mental health. There was a high, positive and significant correlation was found between gender, adjustment, teaching competency, emotional maturity and mental health among student teachers. There was no significant difference in emotional maturity of male and female student teachers; there was a significant difference in age and adjustment and mental health of male and female student teachers.

Colarossi and Eccles (2003) conducted a study on mental health and social support of 217 prospective teachers. Mental Health Questionnaire by Anand Kumar and Social Support Scale by Sharma were used in the study. Results revealed that female prospective teachers secured higher mental health and social support scores than male prospective teachers.

Asha (2003) examined the effect of creativity, intelligence and academic stress on mental health of B.Ed. student teachers. The sample consisted of 126 student teachers (61 male and 65 female) from various colleges of Calicut city. Descriptive Test of Creativity by Shen Gupta, Mental Abilities Test by Mathew, Academic Stress Scale by Singh and Mental Health Inventory by Anand Kumar were administered to subjects. Findings suggested that the high creative and high intelligent groups of male and female student teachers experienced less stress and better mental health than the less creative and less intelligent male and female student teachers.
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Kumar and Anand (2003) carried out a study on creativity, problem solving ability in relation to mental health of 100 B.Ed. student teachers. Creativity Scale, Problem Solving Ability Questionnaire and Mental Health Questionnaire were used to assess the creativity, problem solving and mental health of the subjects. Results of the study revealed that creativity; problem solving ability and mental health was significant and positively correlated with student teachers.

Saroj (2003) examined the emotional intelligence and mental health among B.Ed. student teachers. The sample consists of 120 male and female student teachers. Emotional Intelligence Scale by Schuttle and Mental Health Questionnaire by Verma and Verma were used in the study. Findings suggested that male student teachers scored significantly higher on emotional intelligence and mental health than female student teachers.

Sindhu (2003) studied the relationship between emotional maturity, self-concept and mental health of 200 male and female prospective teachers. Emotional Maturity Scale by Sharma, Self Concept Questionnaire by Singh and Mental Health Questionnaire by Anand were used. Results revealed that there was negative correlation between self-concept and emotional maturity; a significant correlation was observed between emotional maturity and mental health of male and female prospective teachers.

Gakhar (2004) conducted a study on locality and gender as the factors affecting mental health of B.Ed. student teachers. The sample consists of 569 student teachers. Singh’s Mental Health Scale was administered to sample. It is noted that urban male student teachers were better in their mental health than rural male and female student teachers.

Manhas (2004) explored to find out the relationship between emotional intelligence with cognitive and non-cognitive variables of 400 prospective teachers in Jammu and Kashmir state. Results indicated that the cognitive variables such as general intelligence, creativity, academic achievement and non-cognitive variables such as self-concept, mental health, academic stress and family stress are positively and significantly related to emotional intelligence.

Anita Ravindran and Neetha George (2005) examined the relationship between academic achievement in relation to mental health and coping styles of B.Ed. student teachers. The sample consists of 120 (70 male and 50 female) student teachers.
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teachers. Coping Style Questionnaire, Mental Health Inventory by Srivastava and Academic Achievement (previous academic year final marks obtained by the subjects) were considered in the study. Findings concluded that high academic achievers are lower on coping styles; male student teachers were good in their mental health than female student teachers. Mental health is correlated to coping style.

Prabha (2005) carried out the influence of different variables on mental health of 120 (60 male and 60 female) prospective teachers. Mental Health Inventory by Gupta was administered to sample. Results supported that the number of siblings, father’s education, father’s occupation and family income had significant and positive influences on their mental health.

Schembri (2006) designed a study to find out the relationship between intelligence and mental health of 100 student teachers. Intelligence Scale by Raven and Mental Health Questionnaire by Srivastava were used in the study. Results suggested that high intelligence is associated with positive wellbeing; and deficits in intelligence with poor mental health of student teachers.

Jeba (2005) conducted a study on mental health status of B.Ed. student teachers. The sample consists of 150 men and 150 women student teachers. Mental Health status scale by Abraham and Prasanna was used to assess the subjects’ mental health. Results revealed that mental health was positively correlated with demographical variables and women student teachers possessed good mental health than men student teachers.

Jayaswal (2006) studied the effect of mental health, adjustment on academic achievement of 200 (100 male and 100 female) student teachers. Mental Health Inventory by Sen Gupta, Academic Achievement (marks obtained by the previous academic year) and Adjustment Inventory by Sharma were taken into consideration. Results show that mental health had significant determinant effect on academic achievement; student teachers having better social and emotional adjustment and attained good academic scores.

Ayodhya (2006) examined the effect of stress on mental health of 120 (60 male and 60 female) B.Ed. student teachers. It is concluded that male and female student teachers experienced less stress and possess better mental health than male student teachers. The cognitive excellence is a resource for adapting to stressful conditions and fostering mental health.
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Singh (2007) assessed the mental health status of high and low emotional intelligence B.Ed. student teachers (N=400; 200 male and 200 female) from various colleges of Varanasi. Emotional Intelligence Scale by Singh and Mental Health Status Inventory by Kumar were administrated to assess the subjects’ emotional intelligence and mental health status. Results suggested that there was significant difference between mental health of the aforesaid two groups; high emotional intelligence group have better mental health than low emotional intelligence group.

Suresh (2007) studied the effect of the emotional intelligence as a correlate of mental health of student teachers. The sample consists of 602 male and female, arts and science group student teachers. Mental Health Questionnaire by Anand and Emotional Intelligence by Sharma were used in the study. Findings show that male and female student teachers differed significantly in their mental health and science and arts student teachers did not differed significantly in their mental health.

Paltasingh (2007) conducted a study to find out the relationship between creativity, mental health and academic achievement of prospective teachers. The sample consists of 180 prospective teachers. Creativity Scale by Singh, Mental Health Questionnaire by Shen and Gupta and Academic Achievement (marks obtained by the previous year were considered). Results suggested that there was significant positive correlation among creativity and academic achievement and mental health and academic achievement.

Khan and Beena (2008) examined the impact of mental health on teaching attitude among 640 prospective teachers of four district of Uttar Pradesh. Teaching Attitude Scale by Hatwal and Mental Health Status Inventory by Anand Kumar and Giridhar were used in the study. It is concluded that prospective teachers with low mental health werehaving more teaching attitude than the prospective teachers of average and high mental health. Respondents belonging to good, average and poor mental health had obtained different mean scores on teaching attitude i.e., 97.9, 79.23 and 50.4 respectively.

Perumal (2008) investigated the mental health, locus of control and academic achievement of B.Ed. English medium student teachers. The sample consists of 450 male and female student teachers. Mental Health Scale by Abraham and Prasanna and Internal External Locus of Control Scale by Rotter were used in the study. Findings
suggested that male and urban student teachers scored better in their mental health and locus of control than female and rural student teachers. There was a significant difference between mental health, locus of control and academic achievement in English medium student teachers.

Saheelkhan and Bina (2008) examined the teacher burnout in relation to mental health of 640 prospective teachers of four districts of Eastern Uttar Pradesh. Burnout Scale by TripteHatwal, Mental Health Status Inventory by Anand Kumar and Giridhar Thakur was used in the study. Results show that prospective teachers with poor mental health were prone to more burnout than the average and good mental health groups. Prospective teachers who scored high on mental health were likely to possess negative personality factors and prospective teachers with poor mental health were egocentric, concerned more about their needs, feelings, ideas and opinions.

Hafeez (2008) studied the mental health of 80 male and female Hindu and Muslim B.Ed. student teachers. Mental Health Questionnaire by Anand Kumar was administered to sample and concluded that Hindu student teachers were possess good in their mental health than Muslim student teachers.

Rama Krishnan (2008) conducted a study on mental health of B.Ed. student teachers. The sample consists of 420 student teachers from University IASE, Gulam Ahmed and NavaBharathi Colleges of Tamil Nadu. Mental Health Battery by Singh and Sharma was used in the study. Findings revealed that female student teachers possess better mental health than male student teachers.

Suresh Kumar (2008) carried out a study on academic achievement in relation to their mental health and home environment. The sample consists of 892 male and female student teachers. Home Environment Questionnaire by Hurugeswari, Mental Health Questionnaire by Shen and Gupta and Academic Achievement marks obtained by the previous year were taken into consideration. Results indicated that male and female student teachers differed significantly in their mental health and home environment.

Dewan (2009) examined the effect of gender and religion on mental health of tribal B.Ed. student teachers in Jharkhand. The sample consists of 400 male and female student teachers using Anand Kumar and Thakur’s Mental Health Inventory. Findings suggested that gender produces significant effects on mental health. Female student teachers were possessed good mental health than male student teachers. The
main effects of religion on mental health were found to be significant. Student teachers belonging to Christian community were better in their mental health than the tribal student teachers.

Mohammad (2009) examined the effect of emotional intelligence on occupational stress, mental health and physical health on a sample of 250 prospective teachers. Emotional Intelligence Scale by Sharma, Teachers’ Occupational Stress Questionnaire by Singh and Singh, Mental Health Inventory by Shen and Gupta and Physical Health Checklist were administered to sample. Results show that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health of the prospective teachers.

Pandey (2009) carried out a study to find out the effect of mental health and intelligence on academic performance. The sample consists of 520 male and female prospective teachers. Mental Health Questionnaire by Sharma, Intelligence Scale by Raven and Academic Performance scale by Singh were employed to subjects and reported that there was no significant difference between male and female prospective teachers on the measures of mental health, academic performance and intelligence.

Gelat (2009) studied the effect of mental health on educational achievement of 100 male and female prospective teachers. Mental Health Questionnaire by Gupta and Academic Achievement (marks obtained by the students on their previous academic year were taken into consideration). Results indicated that there was significant effect of mental health on educational achievement. There was no significant effect of sex on educational achievement and there was no interactional significant effect of mental health and sex on educational achievement.

BagherGhobary and Hakimirad (2010) studied the relationship between mental health and spirituality of 250 B.Ed. student teachers. Mental Health Questionnaire by Gupta and Spirituality Questionnaire by Singh were employed to subjects. Findings show that there was a significant negative correlation between mental health and spiritual dimensions of student teachers.

Hameed and Tharia (2010) carried out a study to find out the relationship between mental health and emotional maturity among 600 (300 male and 300 female student teachers) selected from different teacher training institutes of Malapuram district of Kerala. Mental health questionnaire by Singh and Emotional Maturity scale by Singhal were used to assess the subjects mental health and emotional intelligence.
Findings suggested that male student teachers were secured better mental health scores than female student teachers and in case of emotionally maturity, female student teachers was better than male student teachers. There is a positive relationship between mental health and emotional maturity of student teachers.

Alam (2010) examined the interrelationship between mental health, academic stress and academic success among B.Ed. student teachers on a representative sample of 250 student teachers (125 male and 125 female) selected from different colleges of Hyderabad city. Mental Health Inventory by Singh and Academic Stress Scale by Abha Rani Bisht were used in the study. Findings suggested that male student teachers were better in their mental health than female student teachers; both male and female student teachers secured low academic stress scores.

Naik and Francis (2010) conducted a study on creativity in relation to mental health. The sample consists of 150 (75 male and 75 female) student teachers. Mental Health Questionnaire by Sharma and Creativity Test by Singh were administered to subjects. It was found that there was no significant relationship ($r=-0.18$) between high creativity student teachers with their mental health and no significant relationship was found between low creativity student teachers with their mental health.

Kothari (2010) studied the spiritual orientation and mental health of 100 student teachers selected randomly from Indore city. Spiritual Orientation Scale by Mithila and Mental Health Status Inventory by Kumar were administered to subjects. Results revealed that the high spiritual orientation group had significantly better mental health than the low spiritual orientation group. Spiritual orientation has significant effect on mental health of student teachers.

Gupta and Kumar (2010) examined the relationship between mental health, emotional intelligence and self efficacy among B.Ed. student teachers. The sample consists of 200 (100 male and 100 female) student teachers from Kurukshetra University. Findings show that emotional intelligence and self efficacy are positively related with mental health. Male student teachers were better mental health, emotional intelligence and self efficacy than female student teachers.

Shabani and Hassan (2010) conducted a study to find out the effect of intelligence on mental health of 247 (124 male and 123 female) student teachers. Mental Health Scale by Anand Kumar and Intelligence test of RPM by Raven were used in the study. It was found that there is significant relationship between intelligence and mental health of student teachers.
Jafar Askar (2011) investigated the relationship between study skills, mental health and academic performance of 179 male and female student teachers using Study Skills Assessment Questionnaire by Patel and Mental Health Questionnaire by Anand. Findings suggested that study skills and mental health scores of male student teachers were higher than female student teachers.

Maria (2011) studied the mental health and academic achievement of 376 student teachers. Mental Health Questionnaire by Singh and Singh and Academic Achievement (GPA Grade) marks obtained by the previous year were taken into consideration. It was found that there is a significant negative relationship between mental health of student teachers and their academic achievement.

Bishakha Majumdar (2011) made an attempt to find out the nature of the mental health, academic stress and self esteem among prospective teachers. The sample consists of 350 prospective teachers studying at the University of Calcutta from both science and humanities stream. Mental Well-Being Scale by Warwick Edinburgh, Academic Stress Inventory by Singh and Self Esteem Scale by Rosenberg were used in the study. Results revealed that there is a negative relation between mental health; high self esteem being predictive of positive mental health and adaptive coping strategies. Institutional variables such as teaching style, equipments and facilities and opportunities for career development were found to be related to academic stress.

Sahaya Mary and Manorama Samuel (2011) conducted a study to find out the relationship between mental health and academic achievement of 360 male and female student teachers selected from five colleges of education in Chennai city. Mental health questionnaire by Singh and academic achievement marks obtained by the previous year were considered. Results indicated that there is a significant difference between male and female student teachers. Male student teachers were better in their mental health and academic achievement than female student teachers.

Vimala (2012) examined the relationship between mental health and academic achievement of 400 student teachers. Mental Health Questionnaire by Singh and Sharma and marks obtained by the previous academic year were considered as academic achievement. Findings suggested that there was no significant relationship between mental health and academic achievement of student teachers.

Archana (2013) made an attempt to study the mental health in relation to moral judgment, intelligence and personality among B.Ed. prospective teachers. The sample consists of 820 prospective teachers. Mental Health Battery by Singh and
Gupta, General Mental Ability Test by Jalota, Moral Judgment Test by Archana and Personality Questionnaire by Eysenck were used in the study. Research findings indicated that there is positive and significant relationship of moral judgment, intelligence and extroversion dimension of personality with mental health of prospective teachers, but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality. There is a positive and significant relationship of mental health of prospective teachers with moral judgment, intelligence and extroversion dimension of personality for the groups of prospective teachers having high mental health, but mental health has no significant relationship with psychoticism and neuroticism dimensions of personality for the groups of prospective teachers having high mental health. There is no significant relationship of mental health with moral judgment, intelligence and different dimensions of personality for the groups of prospective teachers having low mental health. The relationship of mental health with moral judgment, intelligence and extroversion dimension of personality is stronger for the groups of prospective teachers having high mental health, but there is no variation in the relationship of mental health with psychoticism and neuroticism dimensions of personality for the groups of prospective teachers having high and low mental health.

Singh (2013) examined the relationship between mental health and stress among 50 student teachers from various B.Ed. colleges in Jalandhar city. Mental Health Questionnaire by Upinder Dhar and Teacher Stress scale by Smith was used in the study. It was found that there were significant differences between the stress scores of high and low mental health and the relationship between mental health and stress of student teachers. Student teachers with high mental health possess low teacher stress than the student teachers with low mental health and high academic stress.

Deepa (2013) explored to find out the relationship between mental health and academic achievement. The sample consists of 110 (55 male and 55 female) prospective teachers. Mental Health Questionnaire by Shen and Gupta and Academic Achievement marks obtained by the previous year was taken into consideration. Findings suggested that there is no significant difference between mental health and academic achievement of male and female prospective teachers.

Sohail (2013) conducted a study to find out the relationship between stress, mental health and academic performance. The sample consists of 250 male and female prospective teachers. Mental Health Questionnaire, Stress Questionnaire and
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Academic Achievement marks obtained by previous academic year were taken as index. Results indicated that mental health and stress were low. There is negative correlation between academic performance, mental health and stress; also higher level of stress is associated with poor academic performance.

Joshith and Prakash (2014) studied stress as a correlate of mental health and teaching performance of B.Ed. teacher trainees in university practical exams. The sample consists of 100 male and female teacher trainees of arts and science groups. Stress Inventory for Teacher Trainees, Teaching Performance Rating Scale and Mental Health Inventory were administered to subjects. It was found that the scores of male teacher trainees in teaching performance; mental health and stress were higher in male teacher trainees than female teacher trainees.

LOCALITY AND MENTAL HEALTH

Singh (1993) studied the mental health of B.Ed. student teachers in relation to socio-economic status. The sample consists of 501 male and female, rural and urban student teachers. Mental Health Scale by Anand and Socio Economic Status Index by Bhattacharya were administered to subjects. Results indicated that mental health of low socio economic status group student teachers was lower than high socio economic status group; female student teachers were mentally healthier than the male student teachers when socio economic status was controlled. Urban and rural student teachers did not differ significantly in mental health when socio-economic status was controlled. Science methodology student teachers were better mental healthier than the social methodology student teachers.

Dangwal (1994) examined the effect of cognitive style and creativity on mental health of 250 rural and urban B.Ed. student teachers and concluded that rural student teachers were significantly less intelligent and low mental health than urban student teachers; intelligence, creativity and mental health correlated positively with rural and urban student teachers.

Gautam (2000) compared the emotional intelligence, study habits and academic achievement of 200 (100 rural and 100 urban) from government and private college student teachers. Emotional Intelligence Scale by Singh, Study Habits inventory by Singh and Sharma and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that private college student teachers were good on study habits and academic achievement than
government college student teachers; there was no significant relationship between
government and private college student teachers on emotional intelligence and study
habits; urban student teachers scored better on emotional intelligence, study habits
and academic achievement than rural student teachers.

Helsinki (2002) studied the college environment and teacher trainee’s mental
well being. The sample consists of 210 B.Ed. teacher trainees. The college
environment inventory by Sinha and mental health scale by Hena was used in the
study. Results revealed that college environment was statistically positive association
with gender and mental health of teacher trainees. Female with urban good college
environment teacher trainees possess mentally well than rural male with poor college
environment student teachers.

Lal (2005) determined the effect of demographic variables namely age,
locality and gender on mental health. The sample consists of 300 rural and urban (150
male and 150 female) student teachers. Mental Health Inventory by Kumar was used
in the study. It was suggested that locality and age have significant effect on mental
health, no significant effect of gender was found. The effects of interactions between
age and locality, age and gender on mental health were found to be significant; but the
effect of interaction between locality and gender was not significant.

Vijaya Lakshmi (2006) conducted a study to find out the relationship between
stress and mental health of 300 B.Ed. (150 male and 150 female) student teachers.
Stress Scale and Mental Health Inventory were administered to subjects. It was
concluded that there is a negative and low correlation between student teachers stress
and mental health; gender, management, medium of instruction and the level of
parental educational qualification did not have any effect on mental health; student
teachers studying in urban colleges were having higher mental health than the semi-
urban and rural locality student teachers.

VimalEswary (2007) assessed the Mental Health among B.Ed. teacher
trainees. The sample consists of 250 from rural and urban teacher trainees. Mental
Health Inventory by Jagdish and Srivastava was used to measure the subjects’ mental
health. Findings suggested that there is a significant difference between localities with
regard to their Mental Health of teacher trainees, urban teacher trainees have good
mental health than rural teacher trainees and mental health have statistically positive
relationship with locality.
Bhalerao (2008) designed a study to find out the correlation between mental health, self esteem, general knowledge awareness and social competence of B.Ed. student teachers. The sample consists of 170 rural female student teachers from 5 villages of Uttar Pradesh were taken into consideration. Self Esteem Inventory, General Knowledge Awareness, Mental Health Scale and Social Competence scales were used in the study. It is concluded that almost all the rural female student teachers have medium level of self esteem, social competence while higher percentage (95.29%) of them had medium level of mental health on the contrary 72.35 % of them had low level of general knowledge. The self esteem and general knowledge of rural female student teachers was significant, positively correlated with their mental health, while their socio economic status and social competence was not significantly correlated.

Bradshaw, Felicia and Bell (2008) conducted a study to find out the relationship between study habits and academic achievement in African American rural and urban B.Ed. college students. The sample consists of 160 rural and urban student teachers. Study Habits Inventory by Mayer Slovenly-Caruso and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings revealed that urban African American student teachers scored better on study habits and academic achievement than rural student teachers.

Mahalakshmi (2009) studied the effect of gender and locality on mental health of 120 (60 male and 60 female) rural and urban prospective teachers. Mental Health Questionnaire by Sen and Gupta were used in the study. Findings suggested that female prospective teachers had significantly higher mental health than male prospective teachers. Mental health of rural prospective teachers was better than the urban prospective teachers.

Mani Kumar (2009) assessed the mental health of rural and urban prospective teachers. The study was conducted on 200 (100 male and 100 female) prospective teachers of Guntur district of Andhra Pradesh. Mental Health Questionnaire by Anand was administered to subjects. Results revealed that mental health scores of male and urban prospective teachers were higher than female and rural prospective teachers.

Rajendra (2010) examined the organizational climate and mental health of 160 prospective teachers across 21 B.Ed. colleges located in Bilaspur district of Chhattisgarh by using Kumar’s Mental Health Check. Findings indicated that there was no significant difference between organizational climate of rural and urban
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prospective teachers; significant difference were observed between mental health of prospective teachers of rural and urban; no significant difference between mental health of private and government prospective teachers; rural government and urban private colleges; urban government and rural government colleges prospective teachers. Organizational climate did not shown any effect on mental health of prospective teachers.

Vasundhara (2010) conducted a study to find out the correlation between teaching attitude and mental health of 100 (40 male and 60 female) rural and urban prospective teachers of five colleges of education in Guntur District of Andhra Pradesh. Teaching Attitude Test Battery by Shamim Karim and Mental Health Questionnaire by Anand was used in the study. Findings suggested that prospective teachers were higher mental health and good attitude towards teaching profession. Female prospective teachers have significantly more mental health and good teaching attitude than male prospective teachers. Prospective teachers from rural areas have significantly more mental health and possess good teaching attitude than urban prospective teachers.

Gupta and Kumar (2010) examined the relationship between mental health, emotional intelligence and self efficacy of 200 (100 male and 100 female) student teachers from Kurukshetra University. Mental Health Inventory, Emotional Intelligence and Self Efficacy Questionnaire were admitted to subjects. It was found that emotional intelligence and self efficacy are positively related with mental health. Male student teachers were better mental health, emotional intelligence and self efficacy than female student teachers.

Shabani and Hassan (2010) conducted a study to find out the effect of intelligence on mental health of 247 (124 male and 123 female) B.Ed. student teachers. Mental Health Scale by Anand Kumar and Intelligence test of RPM by Raven were used administered to subjects. Findings supported that there is significant relationship between intelligence and mental health of student teachers.

Jafar Askar (2011) investigated the relationship between study skills, mental health and academic performance of 179 male and female student teachers using Anand Study Skills Assessment Questionnaire by Patel and Mental Health Questionnaire. Results revealed that study skills and mental health scores of male student teachers were higher than female student teachers.


Maria (2011) studied the mental health and academic achievement of 376 B.Ed. student teachers. Mental Health Questionnaire by Singh and Singh and Academic Achievement (GPA Grade) marks obtained by the previous year were taken into consideration. Findings suggested that there is a significant negative relationship between mental health of student teachers and their academic achievement.

Bishakha Majumdar (2011) measured the nature of the mental health, academic stress and self esteem of 350 prospective teachers studying at the University of Calcutta from both science and humanities stream. Mental Well Being Scale by Warwick Edinburgh, Academic Stress Inventory by Singh and Self Esteem Scale by Rosenberg were used in the study. Results revealed that there a negative relation between mental health; high self esteem being predictive of positive mental health and adaptive coping strategies. Institutional variables such as teaching style, equipment and facilities and opportunities for career development were found to be related to academic stress.

Mittal (2011) studied the academic achievement of B.Ed. student teachers in relation to their mental health and locality. The sample consists of 640 student teachers. Mental Health Inventory by Singh was used to assess subjects’ mental health. Findings supported that there was significant difference in academic achievement of student teachers of different localities; academic achievement of urban student teachers were better than rural student teachers; urban student teachers had better teaching learning environment at college level than the rural student teachers; relationship between academic achievement and mental health of student teachers of urban was highly significant; there was no significant difference between correlation coefficient of academic achievement and mental health of student teachers of different localities.

Sahaya Mary and Manorama Samuel (2011) conducted a study to find out the relationship between mental health and academic achievement of 360 male and female student teachers and they were selected from five colleges of education in Chennai city. Mental health questionnaire by Singh and academic achievement marks obtained by the previous year were considered. It is noticed that there is a significant difference between male and female student teachers. Male student teachers were better in their mental health and academic achievement than female student teachers.
Reddy (2013) examined the mental health status of 180 (90 male and 90 female; graduation with B.Ed. and post-graduation with B.Ed.) prospective teachers. Mental Health Inventory by Reddy and Nagarathnamma was administered to subjects. Results indicated that irrespective of level of education, male prospective teachers are better mentally healthier than female prospective teachers. Prospective teachers with post-graduation and doing B.Ed. possess better mental health than the prospective teachers with graduation and doing B.Ed.; type of management have shown significant impact on their mental health status; prospective teachers hailing from private colleges are better mentally healthier than government and minority colleges.

**TYPE OF MANAGEMENT AND MENTAL HEALTH**

Haseen (1991) studied the mental health in relation to socioeconomic status of 180 government and private college B.Ed. student teachers. Mental Health Inventory by Shen Gupta was administered to subjects. Results revealed that the private college student teachers were better mentally healthier than government college student teachers, so far as their socio economic status was concerned. In case of mental health, significant difference was found between the student teachers from private colleges and government colleges. Overall socio economic status of the student teachers did not show any significant impact on their mental health.

Sarkis (1994) conducted a study to find out the relationship between mental health and academic achievement among prospective teachers. The sample consists of 81 government and private college prospective teachers. Mental Health Inventory by Srivastava and Academic Achievement marks obtained by the previous academic year were taken into consideration. It is revealed that the private college prospective teachers scored higher mental health scores and academic achievement than the government college prospective teachers.

Rani (2000) assessed the mental health of 200 (100 male and 100 female) government and private college student teachers in Nagarjuna University of Andhra Pradesh. Mental Health Questionnaire by Shah was administered to sample. Findings suggested that male student teachers scored high mental health than female student teachers and private college student teachers scored better mental health than government college student teachers.

Rukhul Preeth (2000) conducted a comparative study on mental health of B.Ed. pupil teachers in relation to gender and type of college. The sample consists of 160 (80 male and 80 female) from government and private colleges. Mental Health Inventory by Jagadish and Srivastava was administered to subjects. Results revealed
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that there was no significant difference between male and female pupil teachers on mental health; private college pupil teachers scored better mental health than government college pupil teachers.

Wang (2002) studied the mental health of middle school students in Henan province and China. A sample of 1,872 middle school (991 males and 881 female) urban and rural students were investigated with the mental health Diagnostic Scale male and female students. Results revealed that 28 students have high anxiety (150%), 1371 students were in a normal state (73.23%) 473 students were in good mental state (25.271%) that Junior students mental health state was better than senior students mental state, that male students mental state was better than female students mental state and the urban students mental health was better than rural students mental health. The results also suggested that middle school student’s mental health is influenced by gender, grade and their living environments.

Gupta (2002) examined the mental health and self concept of 120 B.Ed. male and female and government and private college prospective teachers. Mental Health Questionnaire by Anand Kumar and Self Concept scale by Singh and Gupta were used in the study. Findings indicated that there is a significant difference between mental health of male and female student teachers and mental health of government and private college student teachers; government college student teachers are better mental healthier than private college student teachers.

Sharma (2004) investigated the effect of gender and type of college on mental health of 260 (130 male and 130 female) government and private college student teachers. Mental Health Battery Test by Shen and Gupta were administered to subjects. It was found that the mental health scores of male student teachers were higher than female student teachers; private college student teachers scores were better mental health than government college student teachers.

Roul (2004) studied the effect of type of management on mental health of government and private college B.Ed. student teachers. The study was conducted on a sample of 294 student teachers (199 male and 95 female). Mental Health Questionnaire by and Singh were used to assess the mental health of the subjects. Results show that mental health of male and female student teachers from private colleges was found to be significantly higher than the government college student teachers. The student teachers from private colleges were found better mental health as compared to the student teachers from government colleges. The combined effect of the type of college on student teachers mental health did not show any significant effect on student teachers effectiveness.
Srivastava and Asthana (2008) conducted a study on mental health and social support of 150 government and private college student teachers. Mental Health Questionnaire by Srivastava and Social Support Inventory by Rajendran were administered to sample. The findings indicated that private college student teachers were better in their mental health than the government college student teachers. A significant positive correlation between the private college student teachers with high social support had better mental health than the government college student teachers.

Mittal (2008) studied the influence of type of college on academic achievement and mental health. The sample consists of 640 (320 male and 320 female) student teachers from different colleges of government and private colleges from Muzaffar Nagar district of Uttar Pradesh. Mental Health Battery by Singh and Gupta and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that the male and private college student teachers scored better mental health and academic achievement than female and government college student teachers.

Rama Krishna (2008) examined the mental health of 280 government and private college teacher trainees. Mental Health Battery by Singh was used in the study. Results show that private college teacher trainees were better on mental health than government college teacher trainees.

Krishna (2008) investigated the mental health of 180 government and private college teacher trainees from Patna University. Mental Health Battery by Singh and Sharma was used in the study. Results show that private college teacher trainees scored better on mental health than government college teacher trainees.

Usha and Rekha (2009) conducted a study on emotional intelligence and mental health as predictors of academic achievement of B.Ed. student teachers in Thrissur district of Kerala state. The sample consists of 530 (265 male and 265 female) government and private college student teachers. Emotional Intelligence Scale by Singh, Mental Health Status Scale by Gupta and Singh and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that male student teacher scores were higher on emotional intelligence, mental health and academic achievement than female student teachers; private college student teachers scored higher emotional intelligence, mental health and academic achievement than government college student teachers and urban student teachers scored higher emotional intelligence, mental health and academic achievement than rural student teachers.
Kumari (2009) studied the effect of gender and type of college on mental health of 200 (100 male and 100 female) government and private college prospective teachers. Mental Health Inventory by Suresh and Hoshith was admitted to subjects. Results show that there was significant relationship between male and female prospective teachers on mental health. Private college prospective teachers scored better mental health than government college prospective teachers.

Maharaja (2009) examined the influence of gender and type of college on mental health of 250 (125 male and 125 female) from government and private college of education. Mental Health Questionnaire by Gupta was administered to sample. Findings show that female prospective teachers scored high mental health than male prospective teachers; mental health of private college prospective teachers was better than the government college prospective teachers.

Mahalakshmi (2009) examined the influence of gender and type of college on mental health of 250 (125 male and 125 female) from government and private college of education. Mental Health Questionnaire by Shen and Gupta was administered to sample. Results suggested that female prospective teachers scored high mental health than male prospective teachers; mental health of private college prospective teachers was better than the government college prospective teachers.

Mary and Samuel (2011) investigated the relationship between mental health and academic achievement of 236 government and private college student teachers from five colleges of education in Chennai city. Mental Health Inventory by Anand Kumar and Academic Achievement marks obtained by the previous academic year was taken into consideration. It is noted that private college student teachers were better mental health and academic achievement than government college student teachers.

Bandhana and Darshana Sharma (2012) examined the relationship between academic achievement, home environment and mental health among 300 student teachers (150 from government and 150 from private colleges). Home Environment Inventory by Misra, Mental Health Battery by Arun Kumar Singh and Alpana Sen Gupta and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results indicated that there was positive and significant relationship between government and private college student teachers; private college student teachers scored higher on mental health and academic achievement than Government College student teachers.
Singh (2012) conducted a study to find out the influence of mental health, gender and type of college on academic achievement of 160 male and female student teachers. Mental Health Questionnaire by Shen Gupta and academic achievement marks obtained by the previous year were considered. Findings suggested that mental health and academic achievement of male student teachers were higher than female student teachers and mental health and academic achievement of student teachers from private colleges were better than government college student teachers.

Kumar and Vijay (2013) undertook a comparative study on mental health of B.Ed. pupil teachers in relation to gender and type of college. The sample consists of 160 (80 male and 80 female) from government and private colleges. Mental Health Inventory by Jagadish and Srivastava was administered to subjects. Results revealed that there was no significant difference between male and female pupil teachers on mental health; private college pupil teachers scored better mental health than government college pupil teachers.

Bostani (2014) conducted a study to find out the relationship between mental health and academic performance of 200 (100 male and 100 female) student teachers. Mental Health Questionnaire by Goldberg and Academic Performance marks obtained by the previous academic year was taken into consideration. It was found that mental health and academic performance of male student teachers were higher than female student teachers.

Thilagavathy (2014) examined the relationship between academic achievement and mental health among prospective teachers from Cuddalore District of Tamil Nadu State. The sample consists of 500 (250 male and 250 female) from government and private colleges. Mental Health Questionnaire by Singh and Sharma and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results show that there was positive and significant relationship between male and female prospective teachers on mental health and academic achievement; private college prospective teachers scored better mental health and academic achievement than government college prospective teachers.

Samith Kumar and Das (2014) investigated the gender differences in relation to academic achievement and mental health of 237 (128 male and 109 female) government and private college student teachers. Mental Health Battery Inventory Shen and Gupta and Academic Achievement marks obtained by the previous academic year were taken into consideration. Findings indicated that there was no
significant relationship between male and female student teachers on mental health and academic achievement. Private college student teachers possess higher mental health and academic achievement than government college student teachers.

Pachaiyappan and Ushalaya (2014) conducted a study to find out the relationship between gender and type of college on mental health. The sample consists of 130 (65 male and 65 female) from government and private colleges. Mental Health Inventory by Jagadish and Srivastava was administered to students. Results indicated that private college student teachers were higher mental health than government college student teachers and gender-wise analysis shows that female student teachers were higher mental health than male student teachers.

Akil and Nandha (2014) examined the relationship between gender and type of college on mental health of B.Ed. student teachers. The sample consists of 170 (75 male and 95 female) from government and private colleges. Mental Health Inventory by Jagadish and Srivastava was administered to students. Results indicated that private college student teachers were higher mental health than government college student teachers and gender-wise analysis shows that female student teachers were higher mental health than male student teachers.

ACADEMIC ACHIEVEMENT AND ACADEMIC STRESS

Harris (1972) conducted a study on academic stress and academic performance of 120 male and female prospective teachers. Results revealed that a significant correlation between academic stressful life-events and academic performance of prospective teachers. High levels of academic stress have led to relatively poor academic grades.

Edwards (1976) compared the academic grades and academic stress of B.Ed. student teachers to determine the variables accounting for the success. 46 male and 35 female student teachers with an academic grades in GPA of variables found related to success included positive student teacher experienced was most positive, high academic performance (grades improved throughout B.Ed. student teacher) encouragement from parents’ and other sources, positive attitudes towards the value of academic success, high self esteem and occupational aspirations (financial rewards were important). From this study it is clear that male trainees were high in their academic stress than female student teachers.

Srivastava (1977) studied the intercorrelated six variables of B.Ed. student teachers study habits, academic stress, reading ability, academic motivation and the total number of members in the family, economic and recreational areas of life.
Results indicated that all the six variables were significantly correlated with each other, except with reading ability and total academic stress; reading ability, study habits and academic motivation were more strongly related to academic achievement than the three measures of personality and except reading ability; all the variables had low correlation with intelligence.

Dobson (1979) stated the effect of preparing to examinations on academic stress. 60 percent of the B.Ed. student teachers reported that being students and preparing for an examination was causing them a lot of academic stress.

Bisht (1980) conducted a study on Stress in relation to college climate on academic achievement of 230 B.Ed. teacher trainees. Stress Inventory constructed by Chandran and Academic Achievement scale by Darani was used to assess the subjects stress and academic achievement. Findings of the study were all the three variables; stress, college climate and academic achievement were positively and significantly correlated.

West Charles et al (1982) found that the extent of academic stress was the same in the two samples. The four factors of academic stress that emerged were parental stress, place of study, importance of B.Ed. student teacher and fear of failure. These factors were common among student teachers. In academic stress factor the common variance for the sample was 33 percent, whereas for the Brittan sample it was 22 percent. The common variances for other factors were roughly equivalent. It was concluded that the variables; social and individual differences were the major contributing factors to academic stress.

Villanova and Bownas (1984) carried out a study on B.Ed. student teachers and subjected seven factors were the causes of academic stress among student teachers. They were: 1. Academic Content, 2. Inter Personal Relationships, 3. Financial Security, 4. Relocation and Residence, 5.Recent death of a family member, 6. Sexual Relationships and 7. Academic context (campus parking, dealing with the administrators and relations with whereas relocation and present residence along with interpersonal relationships and health were instruction). The most intense stressors perceived were academic stress and monitory factors less stressful.

George (1987) examined the association between the characteristics of B.Ed. student teachers and their academic stress levels along with the correlation of academic stress due to health problem. Greater academic stress was associated with a higher level of Type-A behavior and lower level of career commitment.
Rajendren Kaliappan (1990) studied the efficacy of the behavior programme in managing academic stress and improving academic performance. 285 students were administrated student academic stress scale which primarily measures the four sources of stressors namely - personal inadequacy, fear of failure, interpersonal difficulties with teachers and parents and inadequate study facilities. The subjects under high stress on each factor received the behavioral package programme. Findings revealed that the behavioral package programme increased personal adequacy level and reduced fear of failure including interpersonal difficulties with teachers and parents. On the whole, the changes in stress levels led to improvement in the academic performance.

Agarwal (1998) conducted a study to find out the effects of stress on academic achievement of 410 University B.Ed. Student teachers. Stress scale by Martha and Academic Achievement scores obtained by the previous academic year were considered. It was found that female have high stress scores when compared with male student teachers; rural student have high scores on stress when compared to urban student teachers, students living in hostels, hired rooms or lodges reported higher stress as compared to students are staying in their won house. It also indicates that student teachers academic achievement statistically influenced by the stress.

Moly Kuruvilla (2008) studied the influence of certain psycho sociological variables on academic stress, overall adjustment and scholastic achievement of college students and found that there is a significant positive correlation between gender and academic stress; male students had higher level stress compared to females. Science students suffered with higher level of stress compared to Arts and Commerce students and academic stress is significantly influencing the level of the scholastic achievement.

Ranamanikham and Vasanthal (2008) conducted a study on the relationship between students' academic stress and adjustment in relation to their academic achievement. Findings suggested that there was a significant positive correlation between academic stress and academic achievement; the scores of the students on their academic stress gradually increases the qualification of the parents decreased; the different sibling groups differed significantly on the level of stress and it was found that as the number of siblings increased, the level of stress score increased.

Dickerson and Kimberly Lynn (2008) studied the stress and self efficacy of 180 (special education and general education) student teachers during and after the student teaching internship from Texas University. Results of this study may provide
interplay between stress and self efficacy, specifically for special education student teachers and ultimately general education student teachers of their academic performance. And results may help to inform teacher preparation programs about methods to help mediate stress in the early stages of stress onset. These three variables viz., stress, self efficacy and academic performance are positive associated with one and each.

Merrett and Wheldalls (2009) examined the study of some of the demographic variables correlated to stress on academic achievement of 230 male and female teacher trainees. Academic Achievement scale by Guru Preeth and Academic Stress scale by Smith was used to assess the stress and academic achievement of the subjects. Results revealed that urban private college female teacher trainees possessed low stress and better academic achievement than rural government college male teacher trainees and also statistically stress was positively correlated with academic achievement.

Rajesh Kumar (2011) conducted a study on academic stress and coping strategies among B.Ed. student teachers of Farida University. The sample consisted of 180 student teachers. Academic Stress Scale was used to assess academic stress level to identify the coping strategies. Results revealed that 34% student teachers were having high academic stress and 33% were having mild and severe academic stress. Than other trainee courses B.Ed. student teachers were found to be significantly associated with academic stress level. Majority of student teachers tend to use more healthy coping strategies as compared to negative or unhealthy ones.

Awofodu and Emi (2012) examined the type of relationship between academic stress and academic achievement of B.Ed. biology methodology student teachers. Academic stress scale was used to assess the amount of academic stress perceived by each respondent and their Grade Point Average was used to measure their academic achievement. Correlation computation between the academic stress scale score and the Grade Point Average revealed that the amount of academic stress, the surveyed students perceived was not significantly correlated with their GPA (r = .088). The study also aimed at determining the ten major sources of academic stress for biology methodology students. A list of twenty sources of stress was presented before the respondents and their academic stress had impacted negatively on their Grade Point Average. It was discovered that biology students perceived more academic stress from their academics with inadequate laboratory facilities ranking the highest source of academic stress, closely followed by heavy academic workload; few practical classes; boring practical classes; not getting enough sleep; unclear assignments; duality of

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responsibility; finance; class attendance and lastly examination anxiety. It was concluded that although biology methodology students experience academic stress from time to time, effective academic stress management technique and coping strategies is the key to reduce its impact on their academic performance.

RajniKumari and Radhakanta (2012) investigated the relationship between stress and academic achievement of 120 senior secondary school students of North-western Delhi. Stress Inventory designed by SumanNangia and Academic Achievement scale by Mehta was used to assess the subjects. Results showed a positive correlation between stress and academic achievement. Significant difference exists in the academic achievement of students having high, moderate and less stress. Female Students with low, moderate stress performed better in academic achievement than male students having high stress.

GENDER AND ACADEMIC STRESS

Bisht(1980) find out the effect of gender, institute climate and need for academic achievement on the academic stress of B.Ed. student teachers and found that they did not affect academic stress independently, but their interaction was statistically significant among the four components of academic stress, frustration, conflict, pressure and anxiety.

Bossong(1985) studied the influence of academic stress on studies of 88 B.Ed. student teachers of approximately 25 years of age. Student teachers wrote comments on 1 of 14 fictitious results obtained from empirical studies and then completed assessing college related academic stress and anxiety. The fictitious results created four experimental conditions: they made no mention of academic stress, merely mentioned stress or indicated that a low or high production of student teacher in the reference group experienced severe academic stress. They showed that mere mention of academic stress in the fictitious study did not influence student teachers' perceptions of experienced stress. However, exposure to fictitious study results indicated that high proportion of reference students experiencing severe academic stress resulted in increases indications of stress.

Sheridan and Smith (1987) studied academic stress and academic achievement in B.Ed. student teachers. They were administrated battery tests that assess the level of academic stressors, stress resistance resources and stress related symptoms; all these three stress measures predicted grade point average (GPA) with the strongest correlation between the stressor and the GPAs. In the second phase of the study, 60
student teachers participated in an academic stress intervention programmed that involved procedures including relaxed breathing guided daydreams, tense relax training and autogenic training. B.Ed. student teachers were assigned to control groups, a 6 week training group and a 12 week training group. Analysis of covariance indicated that treatment produced three significant measures of academic stress.

Wagner and Compas(1990) examined the roles of gender, instrumentality and expressivities as moderators of the relation between stressful events and psychological symptoms on a sample of junior high, senior high and college students. Female adolescents in all the three samples reported more overall negative events than men. Women in junior and senior high samples reported more negative interpersonal stressors than men. However, there was no indication in the samples of a strong relation between negative events and psychological symptoms in adolescent women, family stressors in junior high and peer stressors in the college sample were most strongly related to psychological symptoms. The differences in the type of stressors faced across the stages and the increase in stressors faced by women are indicators of the developmental nature of the experience of stressors and the possible difference in gender in the perception of stressors.

Forlin (2001) conducted a study to find out the gender effects on stress among B.Ed. teacher trainees. The sample consists of 380 male and female teacher trainees. The self-report stress scale by Chaplain and Freeman was used to investigate teacher trainee stress. Research found that female teacher trainees reported greater stress from threats to their perceived training program than their male counterparts.

Anice James and Marice (2004) investigated the influence of academic stress on achievement of B.Ed. student teachers and found significant difference between male and female student teachers. Female student teachers performed better than male student teachers in their level of achievement and lowered in the level of academic stress.

Anna Zajacova et al (2005) examined the academic stress and academic achievement among B.Ed. student teachers. The sample of the study was 107 male and female student teachers. Academic Stress and Academic Achievement Test by Singh and Sinha were administered to subjects. Results revealed that academic stress is more in male student teachers than female student teachers.

Josith (2008) conducted an explorative study of academic achievement correlates with stress among 220 B.Ed. teacher trainees. Stress inventory by Deepak and Academic Achievement scale by Heena was used to measure the student teachers
stress and academic achievement. Findings suggested that male teacher trainees have good study habits and better academic achievement than female teacher trainees. Academic achievement was positively correlates with stress.

Tayan and Ahmad (2009) conducted a study on the academic stress among prospective student teachers. A semi-structured survey was conducted using a sample of 267 male and female student teachers. Findings suggested that the male student teachers possess high academic stress than female student teachers. 62% of the student teachers maintained that they have had academic stress due to the English language during their studies at one time or another.

Maha Lakshmi (2009) studied the academic stress of prospective teachers. Results revealed that female prospective teachers had significantly more stress than male prospective teachers and the stress of rural prospective teachers is more than that of the urban counterparts.

Suri Naidu (2010) examined the academic stress of prospective teacher trainees in relation to some affective variables in Visakhapatnam city of Andhra Pradesh. The sample comprised of 912 male and female B.Ed. teacher trainees. Academic Stress Inventory by Suresh and Joshi, and Attitude towards Teaching by UmmeKhulsum was used in the study. It is concluded that male trainees’ were higher academic stress and teaching attitude than female teacher trainees. Urban trainees secured better in teaching attitude and academic stress than rural teacher trainees.

Bhupinder Pal Singh (2011) investigated the interrelationship among academic stress, time management and anxiety among 249 male and female B.Ed. students by considering their age and gender. Time management behaviors had a greater buffering effect on academic stress. Significant gender differences existed among all the measures. Female student teachers had more effective time management behaviors than male student teachers, but also experienced higher academic stress and anxiety. Male student teachers had higher academic stress than female student teachers. Anxiety and time management were all predictors of academic stress. Anxiety reduction and time management in activities may be an effective strategy for reducing academic stress in student teachers.

FigenEres (2011) investigated to determine the academic stress levels of Turkish and Macedonian B.Ed. student teachers living in different socio-cultural and economic situations, using the Academic Stress Scales by the researches. 416 Turkish
Review of Related Literature

Student teachers and 213 Macedonian student teachers have participated in the study. At the end of the study it was seen that Turkish student teachers have mild academic stress levels and Macedonian student teachers have low academic stress levels. There is a meaningful difference in the academic stress level points of Turkish and Macedonian student teachers.

Manjula and Vijayalaxmi (2012) carried out a study to know the stressors of academic stress among B.Ed. college students. The sample consisted of 360 B.Ed. college students of both male and female drawn using random sampling method from four co-educational colleges. Results show that high aspiration, poor study habits, more study problems, change in medium of instruction and low socio economic conditions are the factors responsible for academic stress and become stressors for stress among the respondents.

Zeyad (2013) compared the perceived levels academic stress and coping styles among married and unmarried B.Ed. student teachers. The study was conducted on 556 student teachers. They were surveyed with a detailed assessment tool of the Academic Stress Scale. Results show that female married student teachers have high academic stress than male married and unmarried student teachers.

Munida (2013) investigated the academic stress and anxiety levels in B.Ed. trainee teachers at the University of Brunei, Darussalam. A survey was conducted on 119 trainee teachers of both genders using Academic Stress and Anxiety scale. Findings suggested that the anxiety and academic stress were more prevalent in females than males. In addition, trainee teachers were more stress than their counterparts. Gender was not correlated with anxiety and academic stress. Anxiety and academic stress were highly correlated. Anxiety and stress are some of the problems that can occur among trainee teachers.

Raja Shekar (2013) examined the impact of academic stress on stress management technique among 100 (male 50 and female 50) student teachers. Data was collected through structured questionnaire by using convenient sampling method. It is noted that the academic stress scores of male student teachers were higher than female student teachers.

Pratik Upadhyaya (2013) made an attempt to explore the relationship between academic stress and academic achievement among B.Ed. student teachers on a sample of 175 male and female student teachers. Academic Stress Scale of Misra was used and the marks obtained by the student teachers in theory and practical examination
served as an index of academic achievement. Findings of the study suggested that academic stress is positively related to academic achievement (theory and practical) and male student teachers with high academic stress scored better than female teachers in theory and practical examination than the student teachers with low academic stress.

Vipinder Nagra (2013) conducted a study to find out the level of academic stress among B.Ed. student teachers in relation to gender, subject streams and nature of job. Academic Stress Index was used to collect the data from a random sample of 52 student teachers and ‘t’ test were employed. It is noticed that student teachers experienced moderate level of academic stress. No significant differences were observed regarding academic stress among student teachers in relation to gender and subject streams; while significant difference were observed in relation to nature of job.

Sanjay Kumar (2014) conducted a study to find out the causes of stress among 310 (male and female) B.Ed. teacher trainees. Stress Inventory standardized by Chandran was used to measure the subjects stress. Study was found that female teacher trainees were more stress when compared to male teacher trainees whereas the teacher trainees of science group and those who hails from nuclear families having more stress.

LOCALITY AND ACADEMIC STRESS

Mattar (1981) studied the academic stress of 100 rural and urban student teachers. Academic Stress Scale by Sharma was used in the study. Results revealed that there was positive and significant relationship between rural and urban student teachers on academic stress.

Swamy (1990) conducted a study to find out the relationship between academic stress and academic achievement of 120 rural and urban student teachers from Tamil Nadu. Academic Stress Inventory by Singh and Patel and Academic Achievement marks obtained by the previous academic year was taken into consideration. To find out the relationship between academic stress and academic achievement, product moment correlation was used. Urban student teachers were high academic stress and academic achievement than rural student teachers.

Siwach Meena (2008) explored the impact of academic stress on scholastic achievement of 160 rural and urban B.Ed. student teachers. Academic Stress Questionnaire by Singh and Singh and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results revealed that urban
student teachers were high academic stress than rural student teachers; there was no significant difference between rural and urban student teachers on achievement.

Harender (2008) studied the effect of academic stress on locality. A sample of 200 (100 rural and 100 urban) student teachers was drawn purposively from Ludhiana city. Academic Stress Scale by Bhatia and Chadha were used to assess the academic stress. Results indicated that urban student teachers were high academic stress than rural student teachers.

Naresh Kumar (2008) investigated the sources of academic stress and their influence on the scholastic achievement and calculated that urban students were higher in their level of stress as compared to the rural area students. The overall achievement is positively and significantly associated with the level of scholastic achievement.

Manikumari (2009) studied the stress among science and arts stream teacher trainees. The sample consists of 200 teacher trainees of Guntur district. Stress inventory by Suresh and Hoshith. It is found that the urban female teacher trainees have more stress than rural male teacher trainees compared to practice teaching and practical works and methods of science teacher trainees possess more stress than methods of arts teacher trainees.

Habibah (2009) assessed the academic stress of 250 rural and urban Malaysian University student teachers. Academic Stress Scale by Elias was used in the study. Findings suggested that urban teacher trainees and female teacher trainees were high academic stress than rural and female teacher trainees.

Pandey and Kishore Kumar (2009) made an attempt to find out the effect of academic stress on study habits among 110 (55 rural and 55 urban) prospective teachers. Academic Stress Scale by Khasi and Study Habits Inventory by Patel wereadmitted to subjects. Results revealed that urban prospective teachers have high academic stress than rural prospective teachers; rural prospective teachers were better study habits than urban prospective teachers.

Fakeye (2010) conducted a study on academic stress on academic ability of 160 (80 rural and urban) male and female student teachers. Academic stress scale by Watkins and Academic Ability Test by Marley were administered to subjects and concluded that urban student teachers were higher academic stress and academic ability than rural student teachers; there was a positive and significant relationship between male and female student teachers on academic stress and academic ability.
Mohan Gupta and Renu Gupta (2011) studied the relationship between academic stress and academic achievement of 200 (100 rural and 100 urban) B.Ed. student teachers. Academic Stress Inventory of Abha Rani Bist and Academic Achievement marks obtained by the previous academic year were taken into consideration. It was found that the urban student teachers have more academic stress than rural student teachers; there was no significant difference between male and female student teachers on academic stress and academic achievement.

Anita (2012) examined the relationship between academic stress and academic achievement of B.Ed. student teachers. The participants of the study were 200, randomly selected from Nasik city. Academic Stress Scale by Bhatia and Chadha and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings of the study revealed that urban student teachers secured high academic stress and academic achievement than rural student teachers.

Yellaiah (2012) conducted a study to find out the effect of academic stress on academic achievement of B.Ed. student teachers. The sample consists of 300 student teachers from various government and private B.Ed. colleges’ student teachers, rural and urban areas of MahaboobNagar District of Andhra Pradesh. Academic Stress Scale by Sinha and Singh was administered to sample. Findings suggested that academic stress and academic achievement cause the significant difference between male and female students, government and private college student teachers and rural and urban college student teachers. It is found that there is a low positive relationship between academic stress and academic achievement.

**TYPE OF MANAGEMENT AND ACADEMIC STRESS**

Sawhney (1993) conducted a study on academic stress among B.Ed. student teachers. The sample of consists of 300 (150 government and 150 private college) student teachers. Academic Stress Questionnaire by Batra was administered to subjects. Results suggested that private college student teachers were high academic stress than government college student teachers.

Osseiran-Waines et al (1994) studied the type of management in relation to stress and academic achievement among 340 (male and female) prospective teachers. Stress inventory by Smith and Academic Achievement scale by Misra was used to measure the subjects’ academic achievement and stress. Results revealed that private college prospective teachers possess more stress than government college prospective
teachers and it also found that type of management and stress are positively associated with one and each. Female prospective teachers have low stress better academic achievement than the counterpart of male prospective teachers.

Murray Harvey et al (2000) find out the effect of type of management of stress on academic achievement of student teachers. The sample consists of 410 (200 government and 210 private) student teachers. Stress scale by Abilash and Academic Achievement scores obtained by the previous academic year were taken into consideration. It is suggested that private college student teachers have low stress and better academic achievement than government college student teachers and statistically there is a positive association between stress, type of management and academic achievement.

Schweitzer and Hamilton (2002) examined the relationship between academic stress and achievement motivation of 405 (200 government and 205 private college) B.Ed. student teachers. Academic Stress Scale by Chang and Watkins and Achievement Motivation Scale by Singh was administered to subjects and found positive and significant association between academic stress and achievement motivation on government and private college student teachers.

Kaur and Pal (2008) conducted a study to find out the type of management in relation to academic stress on academic achievement of 410 B.Ed. teacher trainees. Academic Stress scale by Mohair and academic achievement scale by Meenan was used in the study. Findings suggested that female teacher trainees are low stress better academic achievement than their male counterparts.

Suresh and Joshith (2008) examined study habits as correlate to stress of 602 student teachers. Stress Inventory by Nihau Jain and Study Habit scale by Reethu Singh was used to assess the student teachers. Results of the study Male and Female student teachers differed significantly in their stress. Science and Arts student teachers did not differ significantly in their stress. But Science student teachers have good study habits than arts student teachers.

Kumar (2008) examined the level of academic stress and adjustment (N=100) among government and private college (50 government and 50 private college) student teachers. Sinha and Sinha Scale for Measuring Academic Stress and Adjustment Inventory by Sinha and Singh were admitted to students. Results indicated that private college student teachers were high academic stress than government college student teachers; government college student teachers were high adjustment than private college student teachers.
Ruby et al (2009) conducted a study of stress in relation to certain demographical variables among 260 B.Ed. college student teachers. Stress scale by Agarwal was used to assess the subjects. Results found that private college women student teachers are reported a high level of stress than government college men student teachers and urban men and women student teachers are possess low stress than their counterpart of rural student teachers.

Sujith Kumar (2009)studied the effect of type of management and locality on Stress. The sample consists of 200 (rural and urban) prospective teachers. Stress inventory by Suresh was used in the study. Results revealed that rural private college prospective teachers possess more stress than urbangovernment college prospective teachers and it also found that among these three variables are (type of management locality and stress)positively associated with one and each variable.

Geranmayepour and Besharat (2010) conducted a study to find out the relationship between academic stress and academic achievement of 185 government and private college prospective teachers. Academic Stress Scale by Hagedoorn and Academic Achievement marks obtained by the previous academic year was taken into consideration. Results show that the private college prospective teachers were high academic stress and academic achievement than government college prospective teachers.

Bhupinder Pal Singh (2011)investigated the interrelationship among academic stress, study habits and type of college among 249 university undergraduates. Stress scale by Marsha, Study habits scale by Praveen was used to assess the subjects. Findings suggested that Females had more stress than male teacher trainees and private college teacher trainees are possessed good study habits, mild stress than government college teacher trainees. It also concludes that stress was positive association with study habits.

Hiebert and Farber (2012) carried out a study to assess the relationship between stress and study habits with academic achievement of 250 (100 government and 150 private) student teachers. Stress scale by Martha, Study habits scale by Sinduja and academic achievement scores obtained by the previous academic year were considered to assess the student teachers study habits and stress. It is suggested that private college student teachers have low stress, good study habits and better academic achievement than government college student teachers and statistically there is a positive correlation between stress, study habits and academic achievement.
Subhash Chandra and Mishra (2011) examined the relationship between academic stress and academic achievement among B.Ed. student teachers. The sample consists of 200 (100 male and 100 female) government and private college student teachers of Meerut. Academic Stress Inventory by Abha Rani Bist and Academic Achievement marks obtained by the previous academic year was taken into consideration. Findings suggested that there is no significant difference between male and female student teachers on academic stress and academic achievement; private college student teachers were higher academic stress and academic achievement than government college student teachers.