Every piece of ongoing research needs to be connected with the work already done to attain an overall relevance and purpose. A literature review is designed to identify related research, to set the current research project within a conceptual and theoretical context. So reviewing the related literature becomes one of the most indispensable parts of the research project. It is a link between studies already done and the proposed research project. It works as a lighthouse not only with regard to the quantum of work done in the field but also enables us to perceive the gaps and lacunas in the field of research concerned. Review of related literature makes sure that the researcher is not repeating the work that someone has already done. Sometimes, when the proposed research has already been done, then it provides the researcher an option to modify the work by adding the new perspective altering some of the methods of research, to make the research more valuable. The other research reports may also be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of the project under study. It also helps in highlighting difference in opinions, contradictory findings and different explanations given for their conclusions and differences by different authors. According to Best (2008) practically all human knowledge can be found in books and libraries, unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded new knowledge of the past. His content adding to the vast store of knowledge makes possible progress in all areas of human endeavors. There is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant.

The review of literature is very essential and significant aspect of any pinpointed scientifically sound research project. It helps in actual planning and the execution of any research work. A familiarity with the literature of any problem helps the researcher to discover what is already known. What they have attempted to find
out, what methods of attack have been promising or disappointing, what problems remain to be solved? A number of researches conducted over a period of time throw enough light on the multidimensional aspect of study. The careful review of available literature in the form of encyclopedias, monographs, journals, periodicals, abstracts, books and other source of information on the problem similar to the one being investigated, is one of the important steps in the planning of any research. It sharpens research objectives, suggests what variables should be eliminated being non-meaningful, it helps in avoiding repetition and in exploring new dimensions to the existing body of knowledge in the concerned area. It is a fruitful source of hypotheses and it helps to demonstrate the relationships between completed research and topics under investigation. The study of literature is important as it acts as a guiding pillar not only with regard to extent of work done but it also enables investigator to perceive the gaps in the concerned area of research. The related studies stimulate and encourage, the investigator to go deep into the intricacies of the problems and also enable to derive respective conclusions. Finally the review of related literature involves writing the foundation of ideas into a section for the joint benefit of the readers and the researchers. It provides a summary of the thinking and research necessary for them to understand the study. It is presumed that the survey of the related studies will make the present investigation more direct and to the point. Though it may not be necessary as well as possible to dive a detail review, still an attempt has been made to provide a precise and comprehensive account of the results of the studies, directly or indirectly related to the research project under investigation. 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 Emotional Intelligence
- Studies on Mental Health
- Studies on Self efficacy
GENDER AND ACADEMIC ACHIEVEMENT

Mukarjee (1984) carried out a study to find out the effect of gender and locality on academic performance of 250 government and private college pupil teachers. Academic Performance Test by Devon was administered to subjects. 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) examined 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. Results revealed 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. Results show 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 admitted to subjects. Findings suggested that there was no significant difference between male and female student teachers on their academic achievement. The results are in line with those of Samatha and Kaushik (2005) Emma and Dianne (2007) Sing and Kaur (2010) and Rathnam (2011) who found that there was no significant difference between male and female student teachers on their academic achievement.

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 possessed 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. Similarly Pena (2000) and Annalakshmi, Mohammed Sabheer (2011) also reported significant and positive relationship between gender and achievement.

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 a slight difference between rural and urban student teachers on 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 of 400 (200 male and 200 female) government and private college student teachers. Academic achievement Inventory by Patel was administered to subjects. 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.

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.
STREAM AND ACADEMIC ACHIEVEMENT

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.

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.

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.

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.

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.

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.

**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 on 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 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 possessed 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, to assess the level of academic achievement of the subjects, Academic Achievement Inventory by Singh was administered to subjects. Findings suggested that private college student teachers have good academic achievement than government college student teachers; there is significant relationship between academic achievement and type of management.

Dhingira and Manhas (2004) explored 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. It is noted that there existed significant correlation between type of college and academic achievement; private college student teachers were better on academic achievement than 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.
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Ramadasan (2004) studied the type of management differences on their academic achievement of 220 government and private college teacher trainees. Academic Achievement Inventory developed by investigator was used in the study. Results show that private college teacher trainees have better academic achievement than government college teacher trainees.

Satheesan and Narasimhaya (2004) carried out a study to find out 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 (200 government college and 210 private colleges) student teachers. Academic Achievement Inventory by Siva Raj was administered to subjects. Results indicated that private college prospective teachers possessed 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. Findings suggested that private college prospective teachers had better academic achievement than government college student teachers.

Srujana (2010) find out 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 to measure the academic achievement of the subjects. 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 teacher trainees belonging to both the sexes (280 from private and 235 government colleges) from Pathankot city of Punjab state. Academic Achievement Inventory by Shahu Singh was administered to subjects. It is observed that there is no significant difference between men and women on their academic achievement and type of management; private college prospective teachers possessed better academic achievement scores than government college prospective teachers and academic achievement has shown 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 on 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. It is noted 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 EMOTIONAL INTELLIGENCE

Tyagi (1985) carried out a study to find out the effect of gender, locality and emotional intelligence on academic achievement. The sample consists of 520 male and female (250 rural and 270 urban) student teachers. Emotional Intelligence Inventory by Bar-On and Academic Achievement scale by Kumar was used in the study. It is find out that emotional intelligence was positively correlated with academic achievement and gender, but in case of locality urban student teachers has better academic achievement and emotionally matured than male student teachers.

Shah (1991) explored the relationship between academic achievement and emotional intelligence of 120 male and female prospective teachers. Emotional Intelligence scale by Guptha and marks obtained by the university final theory examination was taken into consideration as academic achievement. Findings suggested that there was positive and significant relationship between male and female prospective teachers on academic achievement and emotional intelligence.
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Gopalacharyalu (1991) examined the relationship between certain psychosociological factors and academic achievement of B.Ed. student teachers in teacher training institutes of Andhra Pradesh. The sample consists of 400 (200 male and 200 female) rural and urban student teachers. Teaching Attitude Inventory by Sharma, Emotional Intelligence Scale by Singh and marks obtained during university final examinations were considered as an index of Academic Achievement. Results concluded that male trainees’ scores were higher than female student teachers on teaching attitude, emotional intelligence and academic achievement and urban student teachers scores were better than the rural student teachers.

Osseiran-Waines et al (1994) studied the relationship between emotional intelligence and academic achievement. The sample consists of 81 male and female prospective teachers. Emotional Intelligence Questionnaire by Abdul Gafoor and marks obtained by the previous academic year was taken as the index of their academic achievement and concluded Results revealed that female scores were high on emotional intelligence and academic achievement than male and urban prospective teachers scored better than rural prospective teachers.

Schmidt (1994) studied the relationship between emotional intelligence and academic success of 298 male and female student teachers. Emotional Intelligence questionnaire by Taylors and Academic Achievement scale by Singh were administered to subjects. Results show that female student teachers secured high score on emotional intelligence and academic achievement than male student teachers.

Mayer and Salovey (1997) Naoreen and Gujjar (2009) and Nasir and Masrur (2010) similar findings was sorted out in terms of Age (20-23 Years, 24-27 Years, 28 and above years), Gender (Male and Female) and Qualification (B.A, B.Sc., M.A, and M.Sc.,). Findings of their studies showed that there is no significant relationship between academic achievement and different dimensions of emotional intelligence (self awareness, self management, social awareness, relationship management and overall) in terms of the age of the prospective teachers.

Shah and Sharma (1998) investigated the effect of academic achievement on emotional intelligence among 200 (118 male and 82 female) teacher trainees from Kashmir. Emotional Intelligence scale by Misra and marks obtained by the teacher trainees during the same academic year final exams were considered as academic achievement. Results revealed that male teacher trainees scored higher on emotional intelligence and academic achievement than female teacher trainees.
Catano (2000) reported that emotional intelligence is related to gender and academic achievement. The study was conducted on a sample of 340 male and female prospective teachers. Emotional Intelligence Inventory by Bar-On and marks obtained by the same academic year were taken as academic achievement. It is noted that there is no correlation between academic achievement and emotional intelligence, but female student teachers possessed high emotional intelligence and better academic achievement than male prospective 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 their 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.

Nada Abisharma (2000) conducted a study to find out relationship between emotional intelligence and academic achievement of 120 male and female student teachers. Emotional Intelligence scale by Singh and marks obtained by the same academic year was considered as academic achievement. It is revealed that there is significant positive relationship between emotional intelligence and academic achievement.

Miglani (2001) explored the relationship between emotional intelligence and academic achievement of 150 male and female student teachers. Emotional Intelligence questionnaire by Singh and Bhargav and marks obtained by the subjects on same academic year was taken into consideration as Academic Achievement and found that male scores were higher on emotional intelligence and academic achievement than female student teachers.

Wong, Wong and Chau (2001); Salami (2004); Naoreen and Gujjar (2009); Salami and Ogundokun (2009); Nasir and Masrur (2010); Salami (2010) and Ramazan, Gujar and Ahmad (2011) were suggested similarly there was no significant relationship between academic achievement and different dimensions of Emotional Intelligence (Self Awareness, Self Management, Social Awareness, Relationship Management and Overall) of prospective teachers.
Ciarrochi Chan and Bajgar (2001) carried out a study to find out the concept of emotional intelligence among adolescents. It was found that emotional intelligence was higher in females than males and was positively associated with the skills of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behavior.

Mendes (2002) examined the relationship between emotional intelligence and academic achievement of 69 male and female B.Ed. student teachers. Multifactor Emotional Intelligence scale by Khan was used to assess the emotional intelligence of the subjects and concluded that there was positive correlation between emotional intelligence and academic achievement.

Wellford (2003) assessed the relationship between emotional intelligence and academic achievement of 500 male and female prospective teachers. Emotional Intelligence scale by Singh and Academic Achievement marks obtained by the prospective teachers during the same academic year was taken into consideration. Results revealed that female scores were better on emotional intelligence than male prospective teachers and male prospective teachers were obtained better academic achievement scores than female prospective teachers.

Williford (2003) studied the relationship between emotional intelligence and academic success in eleventh graders. The population of the study was 500 boys and girls, studying 11th grade from public and private schools in Montgomery city of Alabama. Gender, races, socioeconomic status and abilities will be appropriately represented and the sample was given the Bar-On Emotional Quotient Inventory (EQ-I). The obtained results indicated that the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards compared these grades with emotional intelligence level of each student, to see whether there is relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.

Farooq (2003) explored the effect of emotional intelligence on academic performance of 246 men and women prospective teachers. Academic Performance Scale by Mehanthi and Emotional Intelligence Scale by Bar-On were used in the study. It was found that women prospective teachers with high emotional intelligence were better than men prospective teachers with low emotional intelligence on their academic performance.
Drago (2004) investigated the relationship between emotional intelligence and academic achievement. The sample consists of 465 male and female student teachers. Academic Achievement scale by Gupta and Emotional Intelligence questionnaire by Omron were admitted to sample. Findings suggested that emotional intelligence was significantly related to student teachers academic achievement. But female student teachers have high emotional intelligence and better academic achievement than male student teachers.

Manhas (2004) studied the relationship of emotional intelligence with cognitive and non-cognitive variables. The study was conducted on a sample of 400 male and female prospective teachers from various institutions situated in Jammu and Kashmir State. Emotional Intelligence Scale by Singh and Bhargava, Mental Health Battery by Singh and Sen Gupta and marks obtained by the prospective teachers during university final examination were taken into consideration as Academic Achievement. Results of the study show that female prospective teachers obtained higher scores than male prospective teachers’ cognitive and non-cognitive variables. The cognitive and non-cognitive variables such as academic achievement, mental health and family background are positive and significantly related to emotional intelligence.

Mohan and Sundaram (2004) examined the emotional intelligence and academic achievement of 100 men and women teacher trainees from Government College. Emotional Intelligence scale by Singh and Gupta and Academic Achievement marks obtained by the pupils on their university final examinations were taken into consideration. Results show that men teacher trainees secured higher on emotional intelligence and academic achievement than women teacher trainees. There is significant low positive correlation between emotional intelligence and academic achievement in science subjects than arts subjects.

Biswa (2004) explored the relationship between emotional intelligence and academic performance of 300 (150 male and 150 female) rural and urban prospective teachers. Emotional Intelligence scale by Das and Kumar and Academic Performance Scale by Shen and Gupta were used to assess the emotional intelligence and academic performance of the subjects. Findings revealed that female trainees secured better emotional intelligence and academic performance and urban prospective teachers scored higher on emotional intelligence and academic performance than rural prospective teachers.
Tiwari and Srivastava (2004) carried out a study to know the relationship between emotional intelligence and academic achievement. The study take over on a sample of 410 (200 male and 210 female) urban and rural in and around the Calicut city. Emotional Intelligence Inventory by Bar-On and Academic Achievement scale by Kumar was administered to sample. It was found that there is a positive relationship between emotional intelligence and perceived environmental locality of home and college (support by parents/teacher) and female student teachers have high emotional intelligence and better academic achievement than their counterparts.

Petrides (2005) investigated the relationship between emotional intelligence, cognitive ability and academic achievement among 659 rural and urban (330 male and 329 female) prospective teachers. Emotional Intelligence scale by Singh and Sharma, Cognitive Ability scale by Shen and Gupta and marks obtained during the university examination was considered as Academic Achievement. Findings suggested that male trainee scores were higher on emotional intelligence and academic achievement than female prospective teachers. There is no significant difference between cognitive ability and academic achievement of male and female prospective teachers. Urban subjects secured better emotional intelligence, cognitive ability and academic achievement scores than rural prospective teachers.

Anna Raja and Jose (2005) carried out a study to find out the effect of emotional intelligence and academic achievement of 160 male and female and rural and urban student teachers. Emotional Intelligence scale by Kumar and marks obtained in their theory exams was taken as Academic Achievement. Findings show that male student teachers scored high on emotional intelligence than female student teachers. Urban student teachers obtained high emotional intelligence scores than rural student teachers.

Parker and Hogan (2005) studied the impact of emotional intelligence on academic achievement of 380 male and female prospective teachers. Emotional Intelligence questionnaire by Bar-On and Academic Achievement scale by Singh and Shen were admitted to subjects. Results show that academically successful prospective teachers had significantly higher levels of emotional intelligence. Emotional intelligence plays an important role on their academically success.

Devi and Mayuri (2005) conducted a study on relationship between emotional intelligence and academic achievements of adolescents and found that five out of fifteen dimensions of emotional intelligence viz. assertiveness, problem solving ability, reality testing, impulse control and optimism were positively and significantly related to the academic achievement of adolescents.
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Walker, Mary Elizabeth Bankson, (2006) examined a study to find out the relationship between emotional intelligence and academic achievement in undergraduate students. Results of the study indicated a strong relationship between emotional intelligence and academic success in college.

Bansibihari and Surwade (2006) find out the relationship between emotional intelligence and academic achievement. The sample consists of 355 B.Ed. teacher trainees (180 male and 175 female) from Nagpur and Dhule cities of North Maharashtra. Emotional Intelligence scale by Mahesh Bhargava and Singh and marks obtained in their theory examination (methodology subjects) were taken into consideration as Academic Achievement. Results revealed that female student teacher trainees scored more on emotional intelligence than male teacher trainees.

Hanumantha (2006) examined to find out the effect of Emotional Intelligence and College Environment on academic achievement of 635 (300 male and 335 female) student teachers. College Environment scale by Sarvan Kumar and marks obtained by the final examinations were taken as Academic Achievement. Findings suggested that college environment is significantly affected emotional intelligence and academic achievement; as well as female student teachers have high emotional intelligence and better academic achievement scores than male student teachers.

Nanda (2006) carried out a study to find out the relation of emotional intelligence to academic achievement. The sample consists of 180 (90 male and 90 female) urban and rural student teachers. Emotional Intelligence scale by Ahuja and marks obtained by the same academic year was taken as an index of academic achievement. Findings suggested that male and female and urban student teachers scored higher on emotional intelligence and academic achievement than rural student teachers and there is significant positive relationship.

Geeta and Vijaylaxmi (2006) studied the effect of emotional intelligence on academic achievement of 220 (110 male and 110 female) prospective teachers. Emotional Intelligence Inventory by Singh and Singh and marks obtained by their final examinations was taken as an index of Academic Achievement. Findings suggested that there is no significant relation between emotional intelligence and academic achievement; urban male student teachers scored better on academic achievement and emotionally stable than rural female student teachers.

Kumar (2006) assessed the emotional intelligence and academic achievement among arts and science student teachers. The sample consists of 160 male and female student teachers. Emotional Intelligence scale by Singh and marks obtained (theory)
was taken into consideration as Academic Achievement. It is noted that there is no significant difference between emotional intelligence of male and female and arts and science student teachers and there is no significant relationship between emotional intelligence and academic achievement of student teachers.

Romould (2006) conducted a doctoral study on the development of an enneagram educational programme for enhancing emotional intelligence of student teachers at MS University of Baroda. The study was intended to develop an enneagram educational programme and to assess the effect of this intervention programme on emotional competence of B.Ed. student teachers. A sample of 40 student teachers from B.Ed. colleges of Jharkhand State, India, was selected at random and twenty student teachers each were allotted for the experimental group and control group. The data were collected with the help of Emotional Intelligence Scale by Shutte. The collected data were analyzed and found a significant difference between the mean scores for the components of emotional intelligence of the experimental and control group, in pre and post intervention administration of the scale.

Ajay Kumar Bhimrao Patil (2006) studied the emotional intelligence among student teachers in relation to sex. The sample of the study was 302 student teachers studying in four colleges of education in Kolhapur district of Maharashtra. Emotional Intelligence test in Marathi language developed by the author was used to measure the emotional intelligence of the subjects. Major findings of the study were: there was no significant difference between emotional intelligence of male and female student teachers; no significant difference in emotional intelligence of student teachers of arts and sciences faculty and very slight significant relationship were observed between emotional intelligence and academic achievement.

Jyotika Gupta and Rajwinder Kauri (2006) conducted a study on emotional intelligence among prospective teachers at educational colleges under the jurisdiction of Guru Nanak Dev University, Amritsar. The objective of the study was to compare different groups of emotional intelligence in relation to gender. The sample consisted of 200 B.Ed. students. Emotional Intelligence of the subjects was measured using Surabhi Purohit Emotional Intelligence Scale. The test has six measures of emotional intelligence namely, self awareness, self regulation, internality, motivation, empathy and social skills. Results of the study revealed that male and female B.Ed. students differed significantly on self management dimension of emotional intelligence, while
arts and science stream students differed on social skills dimension of emotional intelligence. B.Ed. students of non working mothers were scoring more on internality while B.Ed. students of working mothers were scoring more on empathy.

Drew (2007) carried out a study to find out the relationship between emotional intelligence and academic achievement among 40 male and female B.Ed. student teachers. Emotional Intelligence questionnaire by Singh and Gupta and marks obtained by the university final examinations were taken into consideration as an index of Academic Achievement. Results revealed that there is no significant difference between male and female student teachers on their academic achievement and emotional intelligence has positive association with academic achievement.

Dubey and Ruchi (2008) examined the relationship between emotional intelligence and academic achievement among 162 (80 male and 82 female) arts and science student teachers from Christian colleges of Allahabad. Emotional Intelligence scale by Mishra and marks obtained in their university final examination year was taken into consideration as academic achievement. It is observed that science stream student teachers scored high level of emotional intelligence and academic achievement than arts stream student teachers and no significant relationship between emotional intelligence and academic achievement of male and female student teachers.

Izaguirre Ruben (2008) investigated the relationship between academic achievement and emotional intelligence among college students and the results of the study confirmed a relationship between academic achievement and the emotional intelligence subscales of social responsibility and problem solving.

Colston Dean (2008) studied the relationship between emotional intelligence and academic achievement in adult learners. Findings of the study supported the hypothesis that there was a correlation between emotional intelligence and academic achievement of adult learners. Learners who had high emotional intelligence had a high Grade Point Average (GPA).

Bradshaw et al (2008) conducted a study to find out the relationship between emotional intelligence and academic achievement in Afro American female college students. A Purposive sample of 60 successful undergraduate female Afro American college students at local colleges and universities in a Mid-Atlantic area were
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voluntarily participated in the study. Participants were asked to complete quantitative testing instruments, which included the subject demographic survey and the Mayer Slovenly-Caruso Emotional Intelligence Test. Findings of the study revealed no statistical significant correlation between Afro American female college student’s emotional intelligence level and their academic performance; a poor correlation between stress management (a component of emotional intelligence) and the academic performance of Afro American female college students. No statistical significant difference between Afro American female college students’ emotional intelligence level and their academic level.

Singh (2008) assessed the emotional intelligence and academic achievement of 273 male and female prospective teachers. Emotional Intelligence scale by Sharma and marks obtained (theory) were taken into considered as academic achievement. Results show that female scores were high on emotional intelligence and academic achievement than male prospective teachers. Urban prospective teachers secured high emotional intelligence and academic achievement than rural prospective teachers.

Hassan and Suleiman (2009) carried out a study to find out the relationship between demographical variables and emotional intelligence on academic achievement. This study involved the sample of 223 from urban and rural (100 male and 123 female) student teachers. Emotional Intelligence scale by Schulte and Academic Achievement scale by Singh and Sharma were used in the study. Findings suggested that there were no significant differences on emotional intelligence level within all students between ages 20 and 26. However, accordance to age mean score of emotional intelligence within female students appeared to be higher than male students. Emotional intelligence was also positively correlated with academic achievement of all demographical variables such as age, locality and gender.

Uma Devi (2009) examined the relationship between emotional intelligence, achievement motivation and academic achievement among B.Ed. student teachers. The sample consists of 200 (100 male and 100 female) arts and science student teachers. Emotional Intelligence scale by Uma Devi, Achievement Motivation Scale by Shen and Gupta and marks obtained by the previous academic year was taken into consideration for academic achievement. It is observed that male trainees scores were high on emotional intelligence than female student teachers; there is a positive relationship between emotional intelligence, achievement motivation and academic achievement of student teachers of arts and science.
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 teachers scores were higher on emotional intelligence, mental health and academic achievement than female student teachers; private college student teachers scored higher on emotional intelligence, mental health and academic achievement than government college student teachers and urban student teachers scored higher on emotional intelligence, mental health and academic achievement than rural student teachers.

Poonam and Kurukshetra (2009) studied the relationship between emotional intelligence and academic achievement of 300 male and female student teachers of Ambala, Kurukshetra, Gorgon and Faridabad Districts of Haryana state. Emotional Intelligence scale by Anukool Hyde, Sanjyot Patel and Upinder Dhar and Academic Achievement Scale by Sharma were used to assess the subjects’ emotional intelligence and academic achievement. Results revealed that there is positive and significant relationship between male and female student teachers on emotional intelligence and academic achievement.

Ahmed et al (2009) examined the gender differences on emotional intelligence of college students. The sample comprised of 160 subjects (male=80 and female=80) from North West Frontier Province. Emotional intelligence Inventory by Bar On was used to find out the level of emotional intelligence of the subjects. Study revealed that male subjects have high emotional intelligence as compared to females.

Indu (2009) conducted a study to find out the impact of gender, type of family and type of institute on emotional intelligence. A sample of 502 secondary teacher trainees studying in Coimbatore city (132 subjects from government colleges, 168 from government aided and 202 private colleges of education) were included in the study. It was found that majority of teacher trainees possess average emotional intelligence; male and female teacher trainees did not differ on their emotional intelligence; no significant difference were observed between the emotional intelligence of teacher trainees based on their type of family and type of institution.
Review of Literature

Mohan Radha (2009) made an exploration of the utility of a self report emotional intelligence measure: pre service teacher education in Thandalam, Tamilnadu. The focus of this paper is to highlight the importance of developing greater emotional intelligence abilities in pre service education as part of the training they receive within teacher education institutions, by first identifying the key factors at play. The sample comprised of 58 students of B.Ed. teacher education course who were invited to volunteer to participate in the research under ethical guidelines published by the college. Categorical information was collected on gender, age group, community, marital status and educational qualifications. The emotional intelligence appraisal was administered to them individually. Following this study, it would be appropriate to survey more experienced teachers in order to assess whether levels of emotional intelligence are different between the two groups. This would give information about whether the experience of teaching also gives greater depth of experience in understanding and managing the emotional aspects of teaching learning.

Poonam and Kurukshetra (2009) studied the relationship between emotional intelligence and academic achievement of 300 male and female student teachers of Ambala, Kurukshetra, Gorgon and Faridabad Districts of Haryana state. Emotional Intelligence scale by Anukool Hyde, Sanjyot Patel and Upinder Dhar and Academic Achievement Scale by Sharma were used to assess the subjects’ emotional intelligence and academic achievement. Results revealed that there is positive and significant relationship between male and female student teachers on emotional intelligence and academic achievement.

Seyedh and Noorbhasa (2010) assessed the relationship between emotional intelligence and academic achievement of 413 (140 male and 273 female) prospective teachers. Emotional Intelligence scale by Singh and marks obtained by the prospective teachers in their university final exams was taken into consideration as academic achievement. Findings indicated that male student teachers obtained higher scores than female prospective teachers on emotional intelligence and academic achievement.

Jennifer (2010) explored the relationship of demographic variables (gender, age, education and marital status) and work variables (work experience) with tour guides’ emotional intelligence. Results revealed that gender and work experience were associated with emotional intelligence significantly, indicating that women generally have high scores in emotional intelligence than men; a strong positive correlation was observed between work experience and emotional intelligence.
Tamannafar and Mohammad (2010) did a comparative study to find out the effect of emotional intelligence on academic achievement. The sample consists of 650 prospective teachers. Emotional Intelligence questionnaire by Bar-On and marks (theory) obtained by the prospective teachers was taken into consideration as academic achievement. It was found that emotional intelligence was significantly related to their academic achievement; female prospective teachers possess high emotional intelligence, better academic achievement than male prospective teachers.

Muhammad et al (2011) measured the emotional intelligence and academic achievement of 200 prospective teachers. Emotional Intelligence scale by Singh and marks obtained (theory and practical) university final exams was taken into considered as academic achievement. Results revealed that female scores were higher on emotional intelligence and academic achievement than male prospective teachers. Also found that when we compared the academic achievement mean values; female student teachers have obtained high mean score than male student teachers, compared the performance in theory and practical examinations.

SairaIjaz Ahmad (2011) examined the relationship between emotional intelligence and academic achievement of 200 male and female student teachers from different government colleges in Gujarat state. Emotional Intelligence scale by Wong and Law and marks obtained during university final examination were taken into considered as academic achievement. It is noted that there is no significant difference between age and gender on emotional intelligence and academic achievement.

Mahmoudi (2011) find out the effect of emotional intelligence on academic achievement among 300 B.Ed. student teachers studying in five B.Ed. colleges of Yasouj district in Kohgiloyeh province of Iran. Emotional Intelligence scale by Bar-On was administered to subjects. Findings suggested that emotional intelligence significantly influenced the academic achievement and there is no relationship between academic achievement and emotional intelligence.

Singh, Arjinder and Kaur (2011) understood a study to find out the relationship between nonverbal intelligence, emotional intelligence and academic achievement of 471 (172 male and 299 female student teachers from Jalandhar, Punjab University. Non Verbal Intelligence (RPM) scale by Ravens, Emotional Intelligence scale by Kumar and Sharma and marks obtained in their final examination were taken into considered as academic achievement. Findings supported that male student teachers obtained high score on non verbal intelligence and
emotional intelligence than female student teachers; male and female student teachers were not shown any significant difference on their emotional intelligence and academic achievement. Female student teachers secured high scores on non verbal intelligence and academic achievement than male student teachers.

Saira Ijaz Ahmad (2011) conducted a study to find out the relationship between emotional intelligence with academic achievement. The sample for the study comprised of 200 student teachers enrolled in B.Ed. program at Government College for elementary teachers Gujarat state. Wong and Law’s Emotional Intelligence Scale (WLIS) was used after some amendments according to the culture and environment. It is noticed that in case of the age group 20-23; there is a correlation between academic achievements on the one hand and social awareness and relationship management on the other while for the other age groups; there is no correlation between the age groups and the different dimensions of emotional intelligence; no difference on WLIS in terms of age, gender and qualification. Among the students who have BA or MA degrees, there is a correlation between academic achievement and relationship management. The study recommends that there is a need for more research in the area of emotional intelligence and teacher education.

Singh Amit and Kumar Dinesh (2011) examined to know the relationship between emotional intelligence and academic achievement of college students. The sample consisted of 100 college students (50 boys and 50 girls). The study indicated that the emotional intelligence of (Science, Arts and Commerce stream) college boys and girls were similar; while academic achievement of science boys and girls were not similar. Also indicate that there was positive relationship between emotional intelligence and academic achievement.

Nwadinigwe and Azuka-Obieke (2012) enquire the impact of emotional intelligence on academic achievement. The sample consisted of 156 participants randomly selected from three senior secondary schools in Lagos, Nigeria. Results revealed that there is a positive relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement. Thus, there is need to inculcate the development of emotional intelligence skills into the school curriculum. This is considered important because of its impact in improving the academic achievement of students. Findings of the study may assist stakeholders in the education sector in developing a better understanding of the effects of emotional intelligence on their academic achievement.
Amrutha Ranjini (2012) conducted a study on teacher’s competencies and academic achievement of secondary teacher trainees. Findings showed that the level of teacher’s competencies of the subjects with reference to gender, age, educational qualification, religion and marital status was average. There was no significant difference in the age, educational qualification and marital status in their teachers’ competencies, but there was significant difference between the gender and religion in their teaching competencies. Significant relationship was observed between teachers’ competencies and their academic achievement.

Festus (2012) find out the influence of gender and locality on emotional intelligence and academic achievement of senior secondary school students. Findings suggested that there was a slight significance positive relationship between the emotional intelligence and their academic achievement; there was a significant positive relationship between the emotional intelligence of male and female, urban and rural subjects and their academic achievement. Apart from cognitive factors also affects their academic achievement.

Fayombo (2012) conducted a study to see the influence of emotional intelligence and gender on academic achievement among university students. Results revealed that there is significant relation between emotional intelligence and academic achievement. Also the results indicated that both emotional intelligence and gender predicted academic achievement but emotional intelligence was a better predictor of academic achievement than gender and emotional intelligence; it also supports the dimensions (intrapersonal abilities, adaptability and stress management) have been shown to predict academic success.

Kavita (2012) undertook a study to find out the relationship of academic performance with emotional intelligence and creativity. The sample consisted of 842 prospective teachers from teacher education colleges affiliated to Guru Nanak Dev University, Amritsar. Findings suggested that there was positive and significant relationship exists between academic performance and emotional intelligence; no relationship between academic performance and creativity, but there was significant difference in academic performance of scheduled caste and non scheduled caste prospective teachers in relation to their creativity.

Bharati Rakes and Jeewan Jyoti (2012) examined the effect of emotional intelligence on academic achievement. The sample consists of 600 B.Ed. student teachers (male 300 and female 300) of various colleges of education affiliated to
University of Jammu. Emotional Intelligence Scale by Singh and Singh were administered to subjects. Results show that significant differences between high and low emotional intelligence on academic achievement in favor of high emotional intelligence.

Mishra (2012) investigated the influence of emotional intelligence on academic achievement. The sample consists of 1000 (500 male and 500 female) prospective teachers from Jaipur district of Rajasthan state. Emotional Intelligence scale by Sharma and marks obtained during university final examinations considered their academic achievement. Results of the study revealed that there is a positive effect of emotional intelligence on academic achievement of male and female prospective teachers.

Kavita (2012) assessed the academic performance, emotional intelligence and creativity. The sample consists of 842 male and female prospective teachers from Guru Nanak Dev University, Amritsar. Emotional intelligence scale and Academic Performance scale by Singh and Sharma were used in the study. Findings show that there was positive and significant relationship exists between academic performance and emotional intelligence; no relationship was found between academic performance and emotional intelligence.

Yusuf (2012) examined the impact of gender and emotional intelligence on academic achievement of 410 male and female prospective teachers. Results show the significant relationship between emotional intelligence ($r = 0.21$) and gender ($r = 0.18$) level of $p < 0.05$ with academic achievement and there is positive and significant relationship between emotional intelligence and academic achievement.

Deepa SikandKaur and RitugetKaur (2012) investigated the relationship between emotional intelligence and academic achievement among 50 male and female student teachers. Emotional Intelligence Scale by UpinderDhar and marks obtained during university final examinations was taken into considered as academic achievement. Results suggested that female student teachers scored higher on emotional intelligence than male student teachers. Female student teachers secured good academic achievement scores than male student teachers.

Praveen (2012) conducted a study to find out the effect of gender and emotional intelligence on academic achievement of 532 male and female student teachers. Emotional Intelligence scale by Bar-On and marks obtained in theory papers were taken into considered as academic achievement. Research report suggested that
emotional intelligence is significantly related with academic achievement and gender was not shown significant impact on their emotional intelligence, but female student teachers have scored higher on emotional intelligence and academic achievement than male student teachers.

Vijaykumar and Govindaraju (2012) investigated the influence of locality on emotional intelligence and academic achievement of 380 male and female (180 urban and 150 rural) student teachers. Emotional Intelligence questionnaire by Bar-On and Academic Achievement Scale by Sing and Guptha were admitted to sample. Findings suggested that there is no significance gender difference on emotional intelligence; urban student teachers have scored high on academic achievement and emotional intelligence than rural student teachers. It also found that emotional intelligence was positively influenced student teachers with their academic achievement.

Sharma (2012) aimed to find out the relationship between academic achievement and emotional intelligence. The sample consists of 200 (100 male and 100 female) student teachers from various educational institutions at Meerut. Emotional Intelligence inventory by Mangal and Mangal and Academic Achievement scale by Kumar was used in the study. It was found that there was no significant difference between male and female student teachers and teachers regarding their academic achievement and emotional intelligence. Female student teachers were also found to be significantly correlated with emotional intelligence than male student teachers.

Ruchi Dubey (2012) made an attempt to find out the influence of emotional intelligence on academic achievement. The sample consists of 156 male and female prospective teachers. Emotional Intelligence scale by Misra and Academic Achievement scale by Srivastava was used to assess the subjects’ emotional intelligence and academic achievement and concluded that there is a positive relationship between emotional intelligence and academic achievement.

Babli Roy et al (2013) examined the relationship between emotional intelligence and academic achievement. The sample for the study includes 105 (45 men and 60 women) prospective teachers from Patna. Emotional Intelligence Scale by Mishra and Academic Achievement Scale by Guptha were admitted to sample. Findings concluded that there was a positive relationship between emotional intelligence and academic achievement. The study also reveals that students with high emotional intelligence, average and low academic achievement differ from one another on emotional intelligence of both male and female prospective teachers.
Chamundeswari (2013) undertook a study to find out the relationship between emotional intelligence and academic achievement of 321 male and female prospective teachers. Emotional Intelligence Scale by Sharma and marks obtained during university examinations was taken into consideration as the index of academic achievement. Findings of the study revealed that male prospective teachers scored high on emotional intelligence than female prospective teachers and urban prospective teachers scored better on emotional intelligence than rural prospective teachers.

Nisha Maharana (2013) carried out a study to find out the effect of emotional intelligence on academic achievement of 220 (110 male and 110 female) prospective teachers. Emotional Intelligence Inventory by Singh and Kumar and marks obtained by them during their final examination was taken into consideration and concluded that emotional intelligence and academic achievement scores of male and urban student teachers were better than female and rural prospective teachers.

Gurdeep Kaur and Singh (2013) explored the relationship between emotional intelligence, academic achievement and spiritual intelligence of 60 male and female teacher trainees. Emotional Intelligence scale by Das and Gupta, Spiritual Intelligence Inventory by Shen and Gupta were administered to subjects and marks obtained in theory and practical examinations were considered as academic achievement. Results revealed that male student teachers obtained better scores on emotional intelligence, spiritual intelligence and academic achievement than female teacher trainees.

Sabahattin Deniz (2013) investigated the relationship between emotional intelligence and academic achievement of 406 (224 male and 182 female) prospective teachers. Emotional Intelligence scale by Bhadhra and marks obtained during university examinations (theory) was taken into considered as academic achievement. Results show that male prospective teachers secured high emotional intelligence and academic achievement scores than female prospective teachers.

Preeti (2013) assessed the role of emotional intelligence on academic achievement. The sample consists of 230 (120 male and 110 female) student teachers. Bar-On Emotional Intelligence inventory and Gupta’s Academic Achievement scale was administered to sample. Findings of the study show that emotional intelligence scores indicated dominant role on academic achievement; female student teachers obtained high emotional intelligence, better academic achievement than male prospective teachers.
Pratik Upadhyaya (2013) undertook a study to find out the relationship between emotional intelligence and academic achievement among 97 male and female B.Ed. student teachers of Allahabad city. Emotional Intelligence scale by Mishra and marks obtained by the same academic year was taken into consideration to their academic achievement. Findings indicated that male and female subjects’ scores on emotional intelligence are positively related to their academic achievement.

Muthusami and Jayaraman (2013) examined the interrelationship between emotional intelligence and academic achievement. A representative sample of 200 teacher trainees, 75 boys and 125 girls from different teacher training institutes of Tiruchirappally district were selected and they were administered the emotional intelligence test and marks obtained in their theory papers were considered as academic achievement and concluded no significant relationship between variables for total teacher trainees.

Rani and Kaur (2014) conducted a study to know the relation of academic achievement of teacher trainees in relation to their emotional intelligence. Findings revealed that there were no significant differences in emotional intelligence of male and female teacher trainees and found the significant relationship between emotional intelligence and academic achievement.

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.

Kaur and Babita (2014) made an attempt to find out the relationship between academic achievement and emotional intelligence among B.Ed. teacher trainees of Ludhiana district of Punjab State. The sample consists of 160 (80 male and 80 female) rural and urban teacher trainees. Emotional Intelligence Scale by Singh and Bhargava and marks obtained in theory examination were taken into consideration as academic
achievement. Findings supported that male student teachers scored high on emotional intelligence than female teacher trainees; female scored more on academic achievement than male teacher trainees and urban subjects scored better on academic achievement and emotional intelligence than rural teacher trainees.

Gupta and Hemlata (2015) explored the academic achievement of B.Ed. students’ relation to their emotional intelligence. The study was conducted on a sample of 300 male and 300 female B.Ed. students from Rohilkhand University. Emotional Intelligence Inventory by Mangal and Shubhra Mangal was used in the study. Results revealed that there is significant relationship between emotional intelligence and academic achievement. It is found that there is no significant difference in emotional intelligence of science and arts B.Ed. students and no significant difference were found between male and female students with regard to their emotional intelligence.

GENDER AND EMOTIONAL INTELLIGENCE

Ciarrochi Chan and Bajgar (2001) examined the concept of emotional intelligence among adolescents. It was found that emotional intelligence as higher in females than males and was positively associated with the skills of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behaviour.

Charbonneau and Nicola (2002) conducted a study to find out the effect of gender difference on emotional intelligence. The sample consists of 139 (64 male and 65 female) prospective teachers. Emotional Intelligence scale by Singh and Singh was administered to subjects. Findings suggested that female prospective teachers scored higher emotional intelligence scores than male prospective teachers.

Williford (2003) studied the relationship between emotional intelligence and academic success in eleventh graders. The population of the study was 500 boys and girls, studying 11th grade from public and private schools in Montgomery city of Alabama. Gender, races, socioeconomic status and abilities will be appropriately represented and the sample was given the Bar On Emotional Quotient Inventory (EQ-I). The obtained results indicated that the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards compared these grades with emotional intelligence level of each student, to see whether there is relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.
Hunt and Evans (2004) assessed the emotional intelligence of 414 student teachers (181 male and 233 female). Emotional Intelligence questionnaire by Sharma was administered to subjects and concluded that male student teacher scored higher on emotional intelligence than female student teachers.

Kafetosis (2004) conducted a study to find out the gender differences on emotional intelligence of 239 (119 male and 120 female) prospective teachers. Emotional Intelligence Inventory by Mayer, Salovey and Caruso were used to assess the emotional intelligence of the subjects. Results show that female prospective teachers scored higher than male prospective teachers on emotion perception and experimental areas than male prospective teachers.

Pathan (2004) find out the effect of gender and age on emotional intelligence of 160 male and female B.Ed. student teachers, Nagpur district of Maharashtra. Emotional Intelligence Scale by Chadha and Singh was used to assess the emotional intelligence of the subjects. It was found that male student teacher scored high on emotional intelligence than female student teachers and there was no significant difference between the emotional intelligence and age of student teachers.

Van Roy and Viswesvaran (2005) conducted a study on a common measure of emotional intelligence and age differences among B.Ed. student teachers. The sample consists of 275 male and female student teachers. Emotional Intelligence scale by Sharma was administered to subjects. Results revealed that age was significantly correlated with emotional intelligence of student teachers.

Walker and Mary Elizabeth Bankson (2006) carried out a study to find out the relationship between emotional intelligence and academic achievement among undergraduate students. Results of the study indicated a strong relationship between emotional intelligence and academic success in college.

Katyal and Awasthi (2006) investigated the gender differences on emotional intelligence among adolescence. Results revealed that significant relationship of emotional intelligence with type of family, parents’ educational qualification and mother’s occupation. However, no significant relation of emotional intelligence was found with monthly income, birth order and father’s occupation.

Mishra and Ranjan (2008) studied the effect of gender on emotional intelligence. The sample consists of 80 (40 male and 40 female) B.Ed. teacher trainees. Emotional Intelligence scale by Nutankumar Thingujam and Usharam was admitted to subjects. Results suggested that male teacher trainees scored high on emotional intelligence than female teacher trainees.
Izaguirre Ruben (2008) examined the relationship between academic achievement and emotional intelligence among college students and the results of the study confirmed a relationship between academic achievement and the emotional intelligence subscales of social responsibility and problem solving.

Vaishali et al (2008) assessed the emotional intelligence of 40 tribal, non-tribal student teachers using Ajawani’s Emotional Intelligence scale. Results indicated that there is no significant difference between emotional intelligence of tribal, non tribal and schedule caste women student teachers.

Colston Dean (2008) studied the relationship between emotional intelligence and academic achievement in adult learners. Findings of the study supported the hypothesis that there was a correlation between emotional intelligence and academic achievement of adult learners. Learners who had high emotional intelligence had a high Grade Point Average (GPA).

Bradshaw, Felicia and Bell (2008) conducted a study to find out the relationship between emotional intelligence and academic achievement in Afro American female college students. A Purposive sample of 60 successful undergraduate female Afro American college students at local colleges and universities in a Mid-Atlantic area were voluntarily participated in the study. Participants were asked to complete quantitative testing instruments, which included the subject demographic survey and the Mayer Slovenly-Caruso Emotional Intelligence Test. Findings of the study revealed no statistical significant correlation between Afro American female college student’s emotional intelligence level and their academic performance; a poor correlation between stress management (a component of emotional intelligence) and the academic performance of Afro American female college students. No statistical significant difference between Afro American female college students’ emotional intelligence level and their academic level.

Carr (2009) examined the gender differences on emotional intelligence. The sample consists of 177 male and female prospective teachers. Emotional Intelligence Scale by Gupta was used to assess the subjects’ emotional intelligence. Results show that male prospective teachers’ score were higher than female prospective teachers on emotional intelligence.

Gowdhaman and Murugan (2009) made an attempt to study the influence of age and gender on emotional intelligence. The sample consists of 300 male and female teacher trainees. Emotional Intelligence Inventory by Gowdhaman and
Murugan were administered to subjects. Results supported that emotional intelligence have positive association with age. Male teacher trainees have emotionally stable than female teacher trainees. Also indicated that age group of (21-27) male and female have high emotional intelligence than the age group of (28 above) both male and female teacher trainees.

Jacques (2009) assessed the relationship between the age and emotional intelligence of 221 B.Ed. teacher trainees using Bar-On’s emotional intelligence scale. Findings concluded that there was no significant difference between age and emotional intelligence and male teacher trainees have obtained high emotional intelligence scores than female teacher trainees.

Mina Rastegar and Samna Memarpour (2009) studied the gender effects on emotional intelligence of 200 (100 male and 100 female) student teachers. Emotional Intelligence Scale by Schutte was used to assess the emotional intelligence of the subjects. Results indicated that male student teachers secured high emotional intelligence scores than female student teachers.

Ranjan (2009) conducted a study to find out the gender effect on emotional intelligence of 100 (50 male and 50 female) student teachers using Emotional Intelligence scale by Singh and concluded that male trainees scored higher on emotional intelligence than female student teachers.

Sameer and Indu (2009) examined the emotional intelligence of 120 male and female student teachers. Emotional Intelligence scale by Mishra was used in the study. Results show that male and female student teachers were not shown significant difference on their emotional intelligence scores.

Nassir and Iqbal (2009) carried out a study to find out the relationship among demographic factors with emotional intelligence. The sample consists of 150 male and female (60 rural and 90 urban) student teachers. Emotional Intelligence Inventory by Bar-On was used in this study. The relationship of selected demographic factors including gender, age and locality of residence, household income and parents’ education with emotional intelligence was examined. Results indicated that there was significant positive correlation between emotional intelligence and some of the demographic factors (parental education, parental income, gender and age). The case of demographic factor viz., locality of residence was found significantly high; urban female students are better than rural male student teachers.
Review of Literature

Gowrishankar and Keerthi (2010) assessed the emotional intelligence of 300 male and female prospective teachers of Nagapattinam district in Tamil Nadu. Emotional Intelligence scale by Singh was admitted to subjects. Findings suggested that male prospective teachers have secured high emotional intelligence than female prospective 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 excelled better mental health, emotional intelligence and self efficacy than female student teachers.

Naghavi and Redzuan (2011) studied the relationship between gender and emotional intelligence among 540 (290 male and 250 female) trainee teachers. Emotional Intelligence scale by Bhargav was admitted to subjects. Male trainee teachers possessed high emotional intelligence than female trainee teachers.

SairaIjaz Ahmad (2011) conducted a study to find out the relationship between emotional intelligence with academic achievement. The sample for the study comprised of 200 student teachers enrolled in B.Ed. program at Government College for Elementary Teachers Gujarat state. Wong and Law’s Emotional Intelligence Scale (WLIS) was used after some amendments according to the culture and environment. It is noticed that in case of the age group 20-23; there is a correlation between academic achievements on the one hand and social awareness and relationship management on the other while for the other age groups; there is no correlation between the age groups and the different dimensions of emotional intelligence; no difference on WLIS in terms of age, gender and qualification. Among the students who have BA or MA degrees, there is a correlation between academic achievement and relationship management. The study recommends that there is a need for more research in the area of emotional intelligence and teacher education.

Singh Amit and Kumar Dinesh (2011) conducted a study to know the relationship between emotional intelligence and academic achievement. The sample consisted of 100 college students (50 boys and 50 girls). Results indicated that the emotional intelligence of (Science, Arts and Commerce stream) college boys and girls were similar; while academic achievement of science boys and girls were not similar. Also indicated that there was positive relationship between emotional intelligence and academic achievement.
Review of Literature

Mahmud (2011) examined the effect of gender and locality on emotional intelligence of 500 rural and urban (250 male and 250 female) B.Ed. teacher trainees studying in five B.Ed. colleges of Yasouj district in Kohgiloyeh province of Iran. Emotional Intelligence scale by Singh and Das were admitted to subjects. Results show that male teacher trainees obtained high emotional intelligence scores than female teacher trainees. Urban subjects scored higher emotional intelligence than rural teacher trainees.

Armin Mahmud (2011) studied the emotional intelligence of 300 rural and urban B.Ed. teacher trainees (150 male and 150 female) at Yasouj district of Kohgiloyeh province of Iran. Emotional Intelligence Scale by Singh and Das were administered to subjects. Results concluded that male teacher trainees’ scored higher than female teacher trainees and urban teacher trainees scored high on emotional intelligence than rural teacher trainees.

Lata (2012) find out the effect of gender and locality on emotional intelligence. The sample consists of 200 (100 male and 100 female) prospective teachers of Mandya city of Karnataka state. Emotional Intelligence scale by Anukul, Sanjotha and Upinder were used in the study. It is noted that urban male prospective teachers possessed emotionally stable, high intelligence than rural female prospective teachers.

Amrutha Ranjini (2012) conducted a study on teacher’s competencies and academic achievement of secondary teacher trainees. Findings showed that the level of teacher’s competencies of the subjects with reference to gender, age, educational qualification, religion and marital status was average. There was no significant difference in the age, educational qualification and marital status in their teachers’ competencies, but there was significant difference between the gender and religion in their teaching competencies. Significant relationship was observed between teachers’ competencies and their academic achievement.

Latha (2012) assessed the emotional intelligence among prospective teachers (N= 200) of Mandya city. The subjects were selected on the basis of gender, subject of study and type of institution. Results revealed that gender has not shown any significant difference on their emotional intelligence.

Mishra (2012) studied the emotional intelligence of B.Ed. students. Findings showed that gender of the subjects did not play the major significant role in determination of emotional intelligence.
Mahesh Kumar Gangal and Jayotsna Singh (2012) examined the emotional intelligence of teacher trainees in relation to their gender and residential background. The sample of the study was 201 teacher trainees studying in teacher trainees colleges of Meerut city using random sampling technique. Emotional Intelligence inventory by Anukul Haide, Sanjot Pathi and Upandra Dhar was admitted to subjects to collect the data. Findings of the study suggested that male and female, rural and urban teacher trainees did not differ significantly with reference to their emotional intelligence. Rural and urban male teacher trainees did not differ significantly in reference to their emotional intelligence, but urban and rural female teacher trainees are differed significantly with reference to their emotional intelligence.

Festus (2012) find out the influence of gender and locality on emotional intelligence and academic achievement of senior secondary school students. Findings suggested that there was a slight significance positive relationship between the emotional intelligence and their academic achievement; there was a significant positive relationship between the emotional intelligence of male and female, urban and rural subjects on their academic achievement. Apart from cognitive factors also affects their academic achievement.

Fayombo (2012) conducted a study to see the influence of emotional intelligence and gender on academic achievement among university students. Results revealed that there is significant relation between emotional intelligence and academic achievement. Also the results indicated that both emotional intelligence and gender predicted academic achievement, but emotional intelligence was a better predictor of academic achievement than gender and emotional intelligence; it also supports the dimensions (intrapersonal abilities, adaptability and stress management) have been shown to predict academic success.

Kavita (2012) undertook a study to find out the relationship of academic performance with emotional intelligence and creativity. The sample consisted of 842 prospective teachers from teacher education colleges affiliated to Guru Nanak Dev University, Amritsar. Findings suggested there was positive and significant relationship exists between academic performance and emotional intelligence; no relationship between academic performance and creativity, but there was significant difference in academic performance of scheduled caste and non scheduled caste prospective teachers in relation to their creativity.
Nwadinigwe and Azuka-Obieke (2012) enquired the impact of emotional intelligence on academic achievement. The sample consisted of 156 participants randomly selected from three senior secondary schools in Lagos, Nigeria. Results revealed that there is a positive relationship between emotional intelligence, skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement. Thus, there is need to inculcate the development of emotional intelligence skills into the school curriculum. This is considered important because of its impact in improving the academic achievement of students. Findings of the study may assist stakeholders in the education sector in developing a better understanding of the effects of emotional intelligence on their academic achievement.

Naresh Kumar (2012) examined the effect of gender on emotional intelligence of 200 (100 male and 100 female) teacher trainees. To assess the emotional intelligence of the subjects; Emotional Intelligence Scale by Singh and Das was used in the study. It is noticed that there exists significant relationship between emotional intelligence. Male teacher trainees’ scores were high on emotional intelligence than female teacher trainees.

Samir Kumar and Ravi (2012) studied the emotional intelligence of 120 male and female B.Ed. student teachers. Emotional Intelligence scale by Upinder Dhar was used to assess the emotional intelligence of the subjects. Results show that there is significant and positive relationship between male and female student teachers on emotional intelligence.

Mahesh Kumar and Singh (2012) conducted a study to find out the relationship between gender and locality on emotional intelligence of 201 (101 male and 100 female) rural and urban teacher trainees studying in teacher trainees colleges of Meerut city. Emotional Intelligence Inventory by Upinder Dhar was used in the study. Findings suggested that rural and urban male teacher trainees did not differed significantly in their emotional intelligence; urban and rural female teacher trainees are differed significantly in their emotional intelligence. Overall male and female, rural and urban teacher trainees did not differed significantly on their emotional intelligence.

Sampath Reddy (2012) conducted a study on gender and locality as related to emotional intelligence among trainee teachers (N=120; male=60 and female=60) trainee teachers belonging to rural and urban localities of Warangal District of Telangana state. Emotional Intelligence scale by Nutankumar Thingujam and Usha
Ram was administered to subjects. Results revealed that there is no significant difference between male and female trainee teachers with regard to their emotional intelligence and also the teacher trainees resided in rural and urban areas.

Prem Shankar Srivastava (2012) carried out a study to find out the effect of sex, locality and academic achievement on emotional intelligence. The sample consists of 100 male and female and rural and urban prospective teachers. Emotional Intelligence scale by Kumar and marks obtained by the previous year was taken as an index of academic achievement. Results revealed that male and urban student teachers scored high on emotional intelligence and academic achievement than female and rural prospective teachers.

Jagvinder Singh (2013) assessed the emotional intelligence of teacher trainees in relation to their gender. The sample consists of 180 (90 male and 90 female) from private and government B.Ed. colleges. Emotional Intelligence scale by Mangal was admitted to subjects. Results of the study show that male and female prospective teachers were not shown significant difference on their emotional intelligence; private college student teachers scored high on emotional intelligence than government college student teachers.

Aruna Jyothi (2013) investigated the effect of gender, locality and type of management on emotional intelligence. The sample consists of 60 (30 male and 30 female) B.Ed. teacher trainees studying in Government and Private B.Ed. colleges. Emotional Intelligence Scale by Nutankumar Thingujam and Usha Ram were admitted to subjects. Results revealed that there is no significant difference between male and female and government and private college teacher trainees with regard to their emotional intelligence.

Muthusami and Jayaraman (2013) examined the interrelationship between emotional intelligence and academic achievement. A representative sample of 200 teacher trainees (75 boys and 125 girls) from different teacher training institutes of Tiruchirappally district were selected and they were administered the emotional intelligence test and marks obtained in their theory papers were considered as academic achievement. Findings revealed no significant relationship between variables for total teacher trainees.

Arvind Hans et al (2013) studied the level of emotional intelligence among B.Ed. teacher trainees studying in private educational institutions in Muscat Sultanate of Oman. The sample consists of 100 (50 male and 50 female) B.Ed. teacher trainees. Emotional Intelligence scale by Bar-On was administered to subjects. Findings suggested that male teacher trainees have high emotional intelligence scores than female teacher trainees.
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Atther Ansari (2013) carried out a study to find out the effect of gender and locality on emotional intelligence. The sample consists of 400 (200 male and 200 female) government and private college trainee teachers from Hyderabad city. Emotional Intelligence Inventory by Mangal and Shubhra Mangal was used to assess the emotional intelligence. Results revealed that male trainees secured more emotional intelligence scores than female trainee teachers and private college teacher trainee scores were better than government college trainee teachers.

Viswanatha Reddy and Siva Shankar (2013) made an attempt to find out the effect of locality on emotional intelligence. The sample consists of 240 male and female B.Ed. teacher trainees, selected in and around Tirupati urban and rural Chittoor District of Andhra Pradesh. Emotional Intelligence scale by Nutankumar Thingujam and Usha Ram was administered to subjects. Findings suggested that male student teachers were high emotional intelligence than the female teacher trainees.

Manju (2014) investigated the emotional intelligence of B.Ed. student teachers. Emotional intelligence scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was used to assess the emotional intelligence of the subjects. Results show that there is no significant difference between male and female and government and private college student teachers with respect to their emotional intelligence. Majority of the student teachers were found to possess average level of emotional intelligence.

Sunil Trivedi and Arti Shakya (2014) conducted a study on prospective teachers to analyze their emotional intelligence in relation to gender, caste and socio economic status. For the purpose of study a sample of 300 (150 male and 150 female) prospective teachers was selected from B.Ed. colleges affiliated to Bundelkhand University, Jhansi. Emotional Intelligence Test by Mishra and self made general information sheet were used to collect the data. It is noted that there is a significant difference in the mean of emotional intelligence scores of the male and female prospective teachers. Subjects belong to general category scored high on emotional intelligence as compared to the OBC and SC prospective teachers. Socio economic status of the subjects is not cause significant variation in emotional intelligence.

Rani and Kaur (2014) conducted a study to know the relation of academic achievement of teacher trainees in relation to their emotional intelligence. Findings revealed that there were no significant differences in emotional intelligence of male and female teacher trainees and found the significant relationship between emotional intelligence and academic achievement.
Shazia Zamir (2014) assessed the emotional intelligence of 120 (60 male and 60 female) government and private prospective teachers. Emotional Intelligence Inventory by Schutte was administered to subjects and concluded that male scores were high on emotional intelligence than female prospective teachers. Private college student teachers scored higher than government prospective teachers.

Gupta and Hemlata (2015) examined the academic achievement of B.Ed. students’ relation to their emotional intelligence. The sample 300 male and 300 female B.Ed. students were taken from Rohilkhand University. Emotional Intelligence Inventory by Mangal and Shubhra Mangal was used in the study. Results revealed that there is significant relationship between emotional intelligence and academic achievement. It is found that there is no significant difference in emotional intelligence of science and arts B.Ed. students and no significant difference were found between male and female students with regard to their emotional intelligence.

Poonam Sharma et al (2016) conducted a study to find out the impact of non-cognitive factor i.e. emotional intelligence on academic achievement of teacher trainees. The study was conducted on 100 graduate male and female teacher trainees in which strength of female was more than male and the average age of all participants was 24 years. Emotional Intelligence inventory by Mangal and Shubhra Mangal was used to measure the emotional intelligence of teacher trainees; which consists four areas of Emotional Intelligence i.e. Intrapersonal Awareness, Interpersonal Awareness, Intra-personal Management and Inter-personal Management respectively. Results of study revealed that there is positive and significant correlation between emotional intelligence and academic achievement.

**STREAM AND EMOTIONAL INTELLIGENCE**

Mandella (2003) made an attempt to find out the relationship between emotional intelligence and teaching learning styles. The sample consists of 275 men and women student teachers. Emotional Intelligence Inventory by Bar-On was admitted to subjects. It is observed that women are more likely to score higher on measures of emotional intelligence than men, both in language and group subjects with their learning styles; emotional intelligence is positive and significantly correlated their teaching learning styles. Home environment and family process provide a network of social, physical and intellectual forces. Home environment is important in terms of ensuring the child to overcome the emotional barriers.
Ajay Kumar (2006) examined the emotional intelligence and academic achievement of 120 male and female student teachers. Emotional Intelligence questionnaire by Patel and marks obtained during university examinations were taken into consideration as academic achievement. Results show that there is no significant difference between emotional intelligence and academic achievement of male and female student teachers; no significant difference between emotional intelligence and academic achievement of arts and science student teachers and there is no significant relationship between emotional intelligence and academic achievement of student teachers.

Patil and Kumar (2007) conducted a study to find out the relation of sex, stream and academic achievement with emotional intelligence. The sample consists of 100 student teachers. Emotional Intelligence questionnaire by Singh and marks obtained by the same academic year was taken into consideration for academic achievement. Findings revealed that there is no significant difference between emotional intelligence of male and female student teachers; no significant difference between emotional intelligence of arts and science student teachers and there is no significant relationship between emotional intelligence and academic achievement of student teachers.

Suresh (2007) studied the effect of emotional intelligence as 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 on their mental health.

Selva Ranee Subramanian (2008) explored the emotional intelligence of mathematics and science B.Ed. student teachers. The sample consists of 325 (160 male and 165 female) mathematics and science student teachers. Emotional Intelligence scale by Singh and Singh was used to assess the emotional intelligence of subjects. Results revealed that male and private college science student teachers scored higher emotional intelligence than female and government college mathematics student teachers.

Dubey and Ruchi (2008) examined the relationship between emotional intelligence and academic achievement among 162 (80 male and 82 female) arts and science student teachers from Christian colleges of Allahabad. Emotional Intelligence scale by Mishra and marks obtained in their university final examination year was taken into consideration as academic achievement. Findings suggested that science
stream student teachers scored high level of emotional intelligence and academic achievement than arts stream student teachers and no significant relationship between emotional intelligence and academic achievement of male and female student teachers.

Uma Devi (2009) examined the relationship between emotional intelligence, achievement motivation and academic achievement among B.Ed. student teachers. The sample consists of 200 (100 male and 100 female) arts and science student teachers. Emotional Intelligence scale by Uma Devi, Achievement Motivation Scale by Shen and Gupta and marks obtained by the previous academic year was taken into consideration for academic achievement. It is noted that male scores were high on emotional intelligence than female student teachers; there is a positive relationship between emotional intelligence, achievement motivation and academic achievement of student teachers of arts and science.

Manju (2014) undertook a study to investigate the emotional intelligence of B.Ed. of 200 B.Ed. student teachers from Mysore town and the sample were drawn from government, private aided colleges with arts and science streams and the sample included both gender. Emotional Intelligence scale by Anukool Hyde and Sanjyot Pethe and Upinder Dhar was admitted to subjects. Results found that majority of the student teachers i.e., 59.5% of them possessed average level of emotional intelligence and 16.5% were found low level of emotional intelligence. Only 24% of the student teachers possessed high level of emotional intelligence; government, private aided and private unaided colleges students were not shown any significant difference in emotional intelligence; no significant difference between male and female student teachers with respect to their emotional intelligence and significant difference was found between arts and science student teachers with respect to their emotional intelligence.

Mohd Zuri Ghani and Wan Sharipahmira Mohd Zain (2014) conducted a study to examine the level of emotional quotient among special education teachers in Seberang Perai Tengah, Penang to see whether gender, age, level of education and teaching experience contributed to level of emotional intelligence. 141 teachers who are currently teaching in integrated program in primary and secondary schools have been selected as sample. Findings showed that emotional intelligence among special education teachers was very high (97.9%) and 2.1% was at average level. However, findings showed that there were significant differences in emotional intelligence among the respondents based on gender, but the other variables did not show any significant differences.
Seyed Ahamad Hashemi et al (2014) studied the emotional intelligence as a set of non cognitive abilities, affects knowledge and skills and successful abilities in different environmental conditions. Emotional intelligence plays very important role in the formation, development and the continuation of the effective human interactions and it is generally one of the most important factors that enable an individual to know how, when and in what form to use communication strategies. Emotional intelligence is a set of non-cognitive capabilities that increases a person’s ability to cope with environmental demands and resulting pressures. Given the role of emotional intelligence and self efficacy in academic performance with the use of a descriptive analytic method and try to study a relationship between emotional intelligence and self efficacy with academic performances of students.

**TYPE OF MANAGEMENT AND EMOTIONAL INTELLIGENCE**

Sarabjit Kaur (1984) examined the effect of emotional maturity and type of management on academic achievement. The sample consists of 536 (276 private and 260 government college) male and female prospective teachers from Calcutta city. Emotional Maturity scale by Mangal and Academic Achievement scale by Guptha was used in the study. It was concluded that significant positively correlated to academic achievement with respect to emotional maturity, type of management and gender. There is a significant difference exists among government college female prospective teachers and have emotionally stable and better academic achievement than the private college male prospective teachers.

Parker and Hogan (2002) find out the relationship between emotional intelligence and academic achievement of 667 (320 male and 347 female) private and government college student teachers. Emotional Intelligence scale by Mishra and Academic Achievement marks obtained by the student teachers were taken into consideration. Results revealed that male subjects from private colleges were secured higher on emotional intelligence and academic achievement than rural student teachers from government colleges.

Gakhar and Manhas (2006) carried out a study to find out the emotional intelligence as correlates to creativity and academic achievement of 400 male and female student teachers from government and private B.Ed. colleges situated in urban and rural areas of Jammu and Kashmir state. Emotional Intelligence Inventory by Kumar, Creativity Scale by Singh and Gupta were admitted and marks obtained by their final examinations were taken into consideration. It is noticed that male student
teachers secured high scores on emotional intelligence and academic achievement than female student teachers, but creativity and academic achievement were not significant. Urban subjects scored more on creativity and emotional intelligence than rural student teachers.

Singh and Sharma (2006) studied the emotional intelligence academic achievement and intelligence of 200 male and female student teachers from government and private colleges of rural and urban areas. Emotional Intelligence scale by Singh and Singh, Intelligence Scale by Shen and Gupta and Academic Achievement marks obtained by the previous academic year were taken into consideration. Results revealed that male, urban and private college student teachers scored higher than female, rural and government college student teachers.

Suresh and Joshith (2008) conducted a study on emotional intelligence as a correlates of academic achievement of 160 male and female, government and private and arts and science colleges of student teachers from Kerala state. Emotional Intelligence scale by Singh and Singh and Academic Achievement marks obtained by the previous academic year were taken into consideration. Findings show that male scores were higher on emotional intelligence and academic achievement than female student teachers. Private college student teachers scores were high on emotional intelligence than government student teachers and science group student teachers were better on emotional intelligence and academic achievement than arts group student teachers.

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. Results 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 on 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.
Farah Malik and Sultan Shujja (2013) examined the influence of gender, type of institutions and emotional intelligence on academic achievement among high school students. Results found that significant positive correlation between academic achievement and emotional intelligence. High and low achievers showed significant differences on overall emotional intelligence; no gender differences were found in both groups for total EQ score but on interpersonal and stress management scales; gender differences within groups were significant. Children from public schools high on EQ than private schools but low on academic achievement.

Kamalpreet Kaur (2013) conducted a study to know the effect of gender and type of management on academic achievement and emotional intelligence. The sample consists of 850 (425 male and 425 female) government and private teacher trainees from Punjab state. Emotional Intelligence scale by Anukool Hyde and Academic Achievement marks obtained by previous academic year was taken into consideration. Results revealed that academic achievement and emotional intelligence scores of male and private college student teachers scores were higher than female and government teacher trainees.

Sukhdev Singh Sandhu (2014) conducted a study on academic achievement in relation to emotional intelligence. The sample consists of 200 (100 male and 100 female) student teachers from government and private colleges of Ludhiana city. Emotional Intelligence scale by Khera, Ahuja and Sarabjit and Academic Achievement marks obtained by the previous academic year was considered. Results revealed that there is significant positive relationship between academic achievement and emotional intelligence of male and female prospective teachers. Private college student teachers scored better on emotional intelligence and academic achievement than government college prospective teachers.

Monika Gupta (2014) conducted a study to assess the emotional intelligence of 400 prospective teachers (200 male; 100 from science and 100 from arts stream and 100 from each social category i.e., general and reserved as well as 200 female, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved) from the selected colleges of education from Himachal Pradesh state. Emotional Intelligence Test by Roquiya Zainuddin and Anjum Ahmed were admitted to subjects. It is noticed that prospective teachers did not differ and interact significantly on their emotional intelligence with respect to their gender, stream and social category.
ACADEMIC ACHIEVEMENT AND MENTAL HEALTH

Banreti (1975) studied attitudinal, situational and mental health correlates of academic achievement at undergraduate university level. The relationship between levels of academic achievement of first year university students and various attitudinal, situational and mental health factors was examined and found significant and positive correlation among them.

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.

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.

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 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.

Sharma (1995) carried out a study 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
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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.

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 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.

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 and concluded 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.

Smith and Kenneth (2000) conducted a study on mental health and academic achievement of secondary school student teachers. The study was conducted on 160 men and women student teachers. Mental Health Battery by Singh and Gupta and Academic Achievement Scale by Mishra were administered to sample. It was found that women student teachers possessed good mental health and better academic achievement then their counterpart of men student teachers. The results also showed that mental health has significant and positive directional effects on academic achievement.
Kumari Vanaja (2000) conducted a study to know the effect of mental health on academic achievement of adolescent students. The sample consisted of 629 university adolescent students. Mental Health scale and Academic Achievement Inventories developed by the author 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.

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.

Shilpi and Sanwal (2002) studied the mental health correlations and nurturance in B.Ed. student teachers. The study comprised of 315 male and female student teachers. Mental Health questionnaire by Jagdish and Srivastva was admitted to subjects. It is concluded that mental health is positively associated with student academic process and male student teachers secured high mental health scores than female student teachers.

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.
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Asha (2003) examined the effect of creativity, intelligence and academic stress on mental health 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.

Surupria and Paliwal (2004) made an attempt to find out the impact of mental health on academic achievement. The sample consists of 640 (300 men and 340 women) rural and urban teacher trainees from Maharashtra state. Academic Achievement Test by Kumar, Mental Health Inventory by Jagdish and Srivastava was used in the study. Results revealed that mental health status shown significant impact on academic achievement of teacher trainees. In addition, rural female teacher trainees have secured high scores on academic achievement and better mental health than male teacher trainees. The causes are own conceptualization of resilience that points to the integration of social networks, community resilience, solidarity and hope.

Dillon (2004) explored that mental health status influenced by the academic achievement. The study represents the sample of 638 both men and women (330 government and 308 private) college prospective teachers from Rajasthan. Mental Health inventory by Srivastava and marks obtained in their university examinations are considered as academic achievement. Findings suggested that government college female prospective teachers possessed better academic achievement and good mental health than male prospective teachers who are studying at private colleges. Academic achievement was significant and positively associated with mental health.

Chakrabarathi and Abita (2005) carried out a study to find out the relationship between mental health and academic achievement. The sample of the study was 430 student teachers, affiliated to Nagpur university educational institutions. Mental Health Battery by Singh and Gupta and Academic Achievement scale by Kumar were used in the study. Results supported that there is significant positive relationship between mental health and academic achievement; both male and female student teachers possessed better academic achievement and also well mental health. Although these results showed significant relationship were not found between government and private institutional student teachers.
Albert (2005) investigated the correlation between academic achievement and mental health. The sample consists of the study was 380 male and female (200 urban and 180 rural) student teachers. Mental Health scale by Das Gupta and academic achievement scores obtained by the previous academic year were taken into consideration. Results highlight significantly positive correlation between mental health and academic achievement; urban female student teachers possess better academic achievement, good mental health scores than rural male student teachers. Viewing mental health as importance of developing peoples ruminative capacity (sense of awareness) as well as accepting the interplay of destructive forces in their teaching process.

Anita Ravindran and Neetha George (2005) examined the relationship between academic achievement mental health and coping styles of B.Ed. student teachers. The sample consists of 120 (70 male and 50 female) student 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.

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. It was noted 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.

Jayaswal (2006) undertook a study to find out the effect of mental health, adjustment on academic achievement of 200 (100 male and 100 female) student teachers. Mental Health Inventory by Sen Gupta, Adjustment Inventory by Sharma and Academic Achievement (marks obtained by the previous academic year) and 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.
Emeke and Hammed (2006) did a comparative study on academic achievement and mental health of 520 male and female prospective teachers. Mental Health scale by Srivastava and Academic Achievement scale by Singh was used in the study. Findings revealed that academic achievement was positively correlated of prospective teachers with their mental health; female student teachers have scored high on academic achievement and mental health than male prospective teachers.

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 admitted to subjects. Results suggested that high intelligence is associated with positive wellbeing and deficits in intelligence with poor mental health of student teachers.

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 significantly related.

Paltasingh (2007) examined 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 show that there was significant positive correlation among creativity and academic achievement and mental health and academic achievement.

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.

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 administered to subjects.
Findings suggested that male and urban student teachers scored better on 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.

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.

Chhabra and Sunita (2008) conducted a study to find out the relationship between mental health status and academic achievement. The study was conducted 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. Findings suggested that there is a significant and positive relationship between mental health and academic achievement. 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. It was observed 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.

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 Jagdish Srivastava and Achievement Test in English excelled 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 has shown significant relationship with academic achievement.
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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; no significant effect of sex on educational achievement and there was no interactional significant effect of mental health and sex on educational achievement.

Mohammad (2009) examined the effect of emotional intelligence on occupational stress, mental health and physical health. The study was conducted 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.

Bagher Ghobary and Hakimirad (2010) explored 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.

Alam (2010) made an attempt to find out 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.
Gupta and Kumar (2010) undertook a study to find out 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 on mental health, emotional intelligence and self efficacy than female student teachers.

Nordinet et al (2010) determines the association between several selected demographic characteristics and the mental health status of 1467 youngsters studying in Malaysian Public Universities. Findings of the study indicated that majority of undergraduate students’ exhibited a healthy mental state while majority has shown some mental health concerns. Results also showed that the student’s mental health condition differed in terms of ethnicity, academic field and year of the study.

Jafar Askar (2011) investigated the relationship between study skills, mental health and academic performance. 179 male and female student teachers were tested 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
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the previous year were considered. Finding 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.

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 possessed good mental health and better academic achievement than rural male student teachers and also found that mental health was significantly correlated with academic achievement.

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 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 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.
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 Academic Achievement marks obtained by previous academic year were taken as index. Results show 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.

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 groups and the relationship between mental health and stress of student teachers. Student teachers with high mental health possessed low teacher stress than the student teachers with low mental health and high academic stress.

Malik and Sultan (2013) studied the correlation between mental health and academic achievement. The sample consists of 672 (320 male and 352 female) government and private college trainee teachers. Mental Health questionnaire by Sharma was used in the study and marks obtained in their theory examination were considered as academic achievement. Findings suggested that significant positive association between academic achievement and mental health. High and low achievers showed significant differences on overall mental health; no differences were found in both groups for total mental health score, but significant differences were found within gender groups. Trainee teachers from government colleges were possessed good mental health than private college trainee teachers, but poor on academic achievement.
GENDER AND MENTAL HEALTH

Ahluwalia (1984) examined the influence of gender on mental health and teaching attitude of 120 male and female prospective teachers. Mental Health 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.

Sinha (1988) studied the mental health 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 and concluded Results indicated that the mental health scores of male and female trainees were not differed with each other.

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 on mental health than female student teachers.

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 Melslach, 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) and concluded 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.
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.

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.

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.

Taaki and Kusuma (1999) conducted a study to find out the influence of sex and locality on mental health and the study was conducted on a sample of 300 both male and female (150 urban and 150 rural) prospective teachers. Mental Health scale by Singh and Gupta was used in the study. It was found that there is no significant difference between mental health of male and female prospective teachers. Whereas in case of locality; urban prospective teachers possessed good mental health scores than rural prospective 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 admitted to subjects. 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; 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.

Sunita Mujander (2002) examined the influence of type of institution and gender on mental health. The sample consists of 350 (200 men and 150 women) student teachers. Mental Health status scale by Abraham was used to collect the data. It is observed that mental health was significantly correlated with gender and type of institution and public college women student teacher possessed better mental health when compared to the aided and private institution men student teachers.

Shilpi and Sanwal (2002) studied the mental health correlations and nurturance in B.Ed. student teachers. The study comprised of 315 male and female student teachers. Mental Health questionnaire by Jagdish and Srivastva was admitted to subjects. It is concluded that mental health is positively associated with student academic process and male student teachers secured high mental health scores than 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 employed to subjects. Results revealed that female prospective teachers secured high scores on mental health and social support than male prospective teachers.

Saroj (2003) assessed 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 admitted to subjects. 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 to assess the subjects self concept and mental health. 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.

Sharma (2004) investigated the effect of gender on mental health among B.Ed. student teachers (N=260; 130 male and 130 female) from government and private college student teachers. Mental Health Battery Test by Shen and Gupta was administered to subjects. Results supported that male student teachers obtained high score on mental health than female teacher trainees; private college student teachers scored better than government college student teachers.

Gakhar (2004) conducted a study on locality and gender as the factors affecting mental health. 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.

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.

Jeba (2005) undertook 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 and concluded that mental health was positively correlated with demographical variables and women student teachers possessed good mental health than men student teachers.

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 possessed better mental health than male student teachers. The cognitive excellence is a resource for adapting to stressful conditions and fostering mental health.

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 possessed good on their mental health than Muslim student teachers.
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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 Nava Bharathi 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.

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 and they were administered 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 on their mental health than the tribal student teachers.

Martin et al (2009) explored the peer stressors and gender differences on adolescents’ mental health. The sample comprises of the study was 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.

Kamalakar (2009) made an attempt to find out the relation of mental health and academic achievement in English methods of B.Ed. Teacher trainees. The sample consists of 250 male and female teacher trainees. Mental Health Inventory by Jagdish Srivastava and Achievement Test in English standardized by the investigator was used to analyze the subjects’ academic achievement. Results show that there is no significant differences 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.

Gupta and Kumar (2010) studied 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 on mental health, emotional intelligence and self efficacy than female 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 Malla puram 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 on 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.

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.

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 employed to subjects. It was found that there is significant relationship between intelligence and mental health of 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 possessed good mental health and better academic achievement than rural male student teachers and also found that mental health was significantly correlated with academic achievement.

Shivali (2013) investigated the effect of parental qualification on mental health among pupil teachers (N= 800; 400 male and 400 female) studying in various B.Ed. colleges in the state of Jammu and Kashmir. Mental Health scale by Mangotra was used administered to subjects. Results show that female pupil teachers have good mental health than male pupil teachers and there is positive and significant relation between mental health and parental qualification.
Joshith and Prakash (2014) studied stress as 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 Inventories were administered to subjects. It was found that the scores of male teacher trainees in teaching performance; mental health and stress were higher than female teacher trainees.

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 female student teachers.

Ushalaya and Pachaiyappa (2014) aims to analyze the effect of gender and type of management on mental health (including health of teacher, both physical and mental, adds to the efficiency of his/her work) of secondary school training teachers. The study was conducted on a sample of 130 both male and female (60 government and 70 private college) secondary school training teachers. Mental Health inventory by Jagdish and Srivastava was used to collect the data. Results revealed that government college training teachers secured higher mental health and female teacher trainees possessed better mental health than male trainee teachers.

STREAM 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.
Suresh (2007) studied the effect of the emotional intelligence as correlates 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 admitted to subjects. The study concluded 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.

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 employed to subjects. 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.

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.

**TYPE OF MANAGEMENT AND MENTAL HEALTH**

Rani (2000) examined 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 secured high mental health scores than female student teachers and private college student teachers secured better mental health scores than government college student teachers.

Sunita Mujander (2002) investigated the influence of type of institution and gender on mental health. The sample consists of the 350 (200 men and 150 women) student teachers. Mental Health status scale by Abraham was used to collect the data. It is observed that mental health was significantly correlated with gender and type of institution and public college women student teacher possessed better mental health when compared to the aided and private institution men student teachers.
Asha (2003) made an attempt to find out 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 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.

Sharma and Shruti (2004) assessed the role of mental health and type of management on academic achievement of 530 (260 men and 270 women) from government and private institutions. Mental Health Battery by Singh and Gupta and Academic Achievem...
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Suresh (2007) studied the effect of the emotional intelligence as correlate of mental health. The sample consists of 602 male and female, arts and science group student teachers. Mental Health Questionnaire by Anand and Emotional Intelligence scale by Sharma were used in the study. Findings show that male and female student teachers differed significantly on their mental health and science and arts student teachers did not differed significantly in their mental health.

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 Nava Bharathi Colleges of Tamil Nadu. Mental Health Battery by Singh and Sharma was employed to subjects. Findings revealed that female student teachers possess better mental health than male student teachers.

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. Results 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.

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. It is noted that the private college student teachers were better on their mental health and academic achievement than government college student teachers.

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 and concluded that there was positive and significant relationship between government and private college student teachers; private college student teachers were better on mental health and academic achievement than government college student teachers.
Ashok et al (2013) conducted a study to find out the impact of socio economic status on mental health of primary teacher trainees from different mediums. A sample of 120 primary teacher trainees was selected by incidental sampling method. The age range of selected sample was from 19 to 20 years and belonged to low and middle socio economic status families. The status of mental health and socio economic status was assessed by Mental Health Battery test by Arun Singh and Alpana Singh. Results revealed that there exists no significant difference between mental healths of primary teacher trainees from different medium. There exists no significant difference of mental health of primary teacher trainees of middle socio economic status from different medium. There also exists no significant difference of mental health of primary teacher trainees of low socioeconomic status from different medium.

Ushalaya and Pachaiyappa (2014) aims to analyze the effect of gender and type of management on mental health (including health of teacher, both physical and mental, adds to the efficiency of his/her work) of secondary school training teachers. The study was conducted on a sample of 130 both male and female (60 government and 70 private college) secondary school training teachers. Mental Health inventory by Jagdish and Srivastava was used to collect the data. It is suggested that government college training teachers secured higher mental health and female teacher trainees possessed better mental health than male trainee 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. Findings show that there was significant and 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. Findings show 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.
ACADEMIC ACHIEVEMENT AND SELF EFFICACY

Rajendren and 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.

Chemers and Garcia (2001) examined the effect of academic self efficacy i.e. confidence in ability to perform well academically, optimism and stress on academic performance and adjustment of first year university students (N=256). Result indicated that self efficacy yielded direct and indirect powerful relationships with academic performance and adjustment. Optimism was also found to be related to academic performance and adjustment. Academically confident and optimistic students were more likely to see the university experience as a challenger rather than a threat and they experienced less stress.

Chemers et al (2001) conducted a longitudinal study on 1st year students to find out the effects of academic self efficacy and optimism on students’ academic performance, stress, health and commitment to remain in college. Results show that academic self efficacy and optimism were strongly related to performance and adjustment, both directly on academic performance and indirectly through expectations and coping perceptions.

Graham et al (2001) assessed the teacher efficacy in writing. It is suggested that teachers with high levels of self efficacy beliefs in order to develop practices to train quality and successful teachers. There exist positive correlations between teachers’ self efficacy beliefs in their capabilities and their self confidences and students’ academic achievements and motivations.

Peetsma et al (2005) studied the relation between self efficacy, social self concept, time perspectives, school investment and academic achievement of students in four different European countries and in different adolescence periods. A total of 1623 students participated in the study. The expected general decline in investment
and academic achievement over the adolescence period should up in all four countries studied. In fact, the effects of social self concept were strongest for the youngest adolescence group. Student’s social self concept was found to be the best predictor for their investment, while self efficacy proved to predict academic achievement best in all adolescence periods.

James Mackaya and Jean Parkinsonb (2007) assessed the effect of gender and stream on self efficacy and achievement among South African technology teacher trainees. Among the sample majority of the female subjects did their 12th grade with technology background than male subjects. In the examination, a test of theoretical knowledge; male students in each group outperformed female students. In terms of school background, gender responses from family members who regarded science as a male domain and resulting lower self efficacy of female students. However, female students achieved better than male students in the design and construction task and males had better self efficacy levels than females. At the outset, individual nature of a task in a domain usually constructed as male led to female students developing increased levels of self efficacy, which ensured task performance matching that of the more knowledgeable male students.

Mohammed et al (2007) examined how self efficacy, motivation and academic performance interact among students enrolled in an introductory marketing course in private university of Bangladesh. Data were collected through self administered questionnaire. It is revealed that students with high self efficacy and motivation performed better than the students with low self efficacy and motivation.

Flannagan and Jenny Sue (2008) conducted a study on student achievement based on autonomous learning and self efficacy. The purpose of the study was to examine the relationship between teacher’s perceived senses of efficacy as it related to autonomous learning, his or her learner autonomy profile and student achievement, results from the study were mixed. While the combination of desire, resourcefulness, initiative, persistence and self efficacy was not found to be predictors of student achievement. Results also indicated that the number of subjects taught was significantly related to gains in student achievement based on autonomous learning and self efficacy and a small correlation existed between persistence and higher gains in student achievement.
Sibichen (2008) studied the relationship between learning styles and self efficacy of B.Ed. students with an objective to find out the relationship between converging, diverging, assimilating, accommodating learning styles and self efficacy. It is revealed that there was no significant relationship between diverging and converging styles and self efficacy, but there was significant relationship between assimilating and accommodating styles and self efficacy of the subjects.

Heather (2008) carried out a study to explore the effect of locality, order of birth and self efficacy on academic achievement of higher secondary students. Findings suggested that there are no significant differences between self efficacy of urban and rural students. The first born sons had significantly higher self efficacy and academic achievement compared with the second and later born sons in family. The parents usually provide more facilities for the first sons and pay more attention to them. Thus, these children often have a more self efficacy and academic achievement as compared to others.

Sheila Matoti and Karen Junqueira (2011) assessed the teaching efficacy beliefs of third year teacher trainee students in three categories: student engagement, instructional strategies and classroom management. A questionnaire was administered as the survey instrument and provided data which the researchers analyzed and interpreted. It was found that at this stage the student teachers’ careers, i.e., at the end of their third year of study, the student teachers responded with overwhelming positive self efficacy beliefs with regard to their future occupation. Also shows that self efficacy is an important concept which influences a teacher’s ability to teach and the effectiveness with which the teaching is done. Each teacher trainee has a sense of efficacy with regards to teaching which is influenced by many factors.

Burgoon et al (2012) conducted a study to find out the influence of anatomical self efficacy on academic performance of students enrolled in a medical gross anatomy course, to investigate the potential predictive nature of self efficacy for academic performance on both the written examination and the laboratory practical components of medical anatomy assessments. Results of the hierarchical linear regressions indicated that all four laboratory practical scores were predicted by the corresponding self efficacy ratings, while two (i.e., thorax/abdomen and pelvis/lower limb) of the four written examination scores were predicted by the corresponding self-efficacy ratings ($P \leq 0.05$).
Ali Javanmard et al (2012) investigated the relationship between self efficacy, cognitive and meta cognitive strategies and academic self handicapping with academic achievement in male high school students in the tribes of Fars Province, Iran. A sample of 322 students was selected by means of cluster sampling. Self Efficacy Questionnaire by Schwarzer and Jerusalem, Cognitive and Meta cognitive Strategies Questionnaire by Vahedi and Self Handicapping Questionnaire by Jones and Rhodewalt were admitted to subjects. Findings suggested that there is a significantly positive relationship between self efficacy and academic achievement. Furthermore, there is a significantly positive association between cognitive and meta cognitive strategies and academic achievement. In addition, there is a significantly negative relationship between academic self handicapping and academic achievement. The results of the regression analysis showed that academic self handicapping and academic self efficacy are significant predictors of academic achievement and cognitive and meta cognitive strategies are not good predictors of academic achievement. Moreover, the results of this research demonstrated that different groups of students; students had different fields of study and were in different grades - were not significantly different with regard to academic self efficacy, academic self handicapping, and cognitive and meta cognitive strategies.

Pradip Kumar and Navnital Jaiswal (2013) studied the relationship among teaching efficiency, attitude towards teaching profession and academic achievement of B.Ed. students. The sample consists of 223 student teachers (94 male & 129 female) randomly selected and were administered Ahuliwalia’s Attitude Inventory, Deva’s Teaching Efficiency Scale and divisions obtained by the student teachers from bachelor degree examination were considered as academic achievement. It was found that there was no inter relationship between attitude towards teaching performance and academic achievement in both sexes. Academic achievement does not have any relationship with teaching efficiency of the student teachers.

Zuffiano et al (2013) examined the contribution of self efficacy beliefs in self regulated learning (SESRL) in predicting academic achievement at the end of junior high school above and beyond the effects of previous academic achievement, gender, socioeconomic status, intelligence, personality traits and self esteem. 170 participants (87 girls & 83 boys) studying 8th grade (Mean age =13.47) in a junior high school located in a small town near Rome. Results supported the unique contribution of SESRL on academic achievement at the end of the school year.
Shkullaku (2013) explored the gender differences in self efficacy and academic performance among Albanian students from two major universities in Tirana, Albania. The data was collected randomly from 180 students (102 females and 78 males) selected from first, second and third level studies. A questionnaire was used to measure self efficacy and the grade point average GPA of the first semester was considered to measure the academic performance of the subjects. Results revealed that there was a significant difference between males and females in self efficacy and no significant difference were found between males and females in academic performance. Also found a significant relationship between the students’ self efficacy and academic performance. From the findings; it was recommended that different authorities as lecturer or counseling services at universities have to improve students’ self efficacy and to support them to face academic requirements with high level of self esteem.

Tenaw (2013) find out the relationship between self efficacy, academic achievement and gender of teacher education students. It is suggested that there was no significant difference in the self efficacy between male and female trainees.

Ekwuobi and Vincent (2014) examined the relationship among collaborative learning, self efficacy and academic achievement of secondary school students based on gender. The population of the study consists of 10,090 secondary school students, out of which 358 students were selected (198 female and 160 male) per the present study. A questionnaire with 45 items was used in the study. Findings indicated that there is a significant relationship between collaborative learning and academic achievement of students based on gender and significant relationship between collaborative learning and self efficacy with regards to gender.

Mohsen Hasheminasab et al (2014) investigated the relationship between self efficacy and its attributes to gender, locality, order of birth, region and academic achievement. The sample of the present study was 280 male and female high school students. Results of the study showed that the subjects in mathematical discipline had higher self efficacy (Mean=31.71) and academic achievement (Mean=17.92) compared with other disciplines. The obtained ‘t’ value revealed the increase for both self efficacy (P=0.048) and academic achievement (P=0.00) was significant in mathematical discipline. Rural subjects possessed significantly lower self efficacy (P=0.00) and academic achievement (P = 0.00) than urban high school students. In case of order birth of the subjects, the first born (sons) showed significantly higher
self efficacy (P=0.00) and academic achievement (P= 0.00) compared with later born sons in family. The results of correlation analysis showed that self efficacy had positive and significant correlation with academic achievement (r=0.637) and discipline (r= 0.373) and negatively significant with region (r = 0.469) and the birth (r = 0.468). Findings revealed that subjects hailing from urban (first son) studying in mathematical discipline had higher self efficacy and academic achievement.

Akram Bushra and Lubna Ghazanfar (2014) conducted a study to examine the relationship of self efficacy and academic performance in terms of CGPA of the students of University of Gujrat. For this purpose an indigenous scale was designed on the basis of theoretical model of Bandura’s four sources of self efficacy (Mastery experiences, vicarious experiences, Verbal/social persuasion and Physiological and emotional states). Findings indicated a significant positive relationship between self efficacy and academic performance of the students. Further the difference in the level of academic self efficacy with respect to gender was also shown by the results.

Harjot Kaur Dhatt and Sakshi Rishi (2015) studied the relationship between self efficacy and optimism of B.Ed. students. Self efficacy and optimism are central constructs in understanding student’s motivation and life orientation. Findings suggested that empirical evidences to the theoretically perceived relation between self efficacy and optimism. Statistical analyses revealed that there is positive correlation between self efficacy and optimism. Regression analyses showed significant contribution of optimism in deciding one’s self efficacy. Hence, there should be more positive environment during B.Ed. course to enhance self efficacy which is further a good contributor in determine achievement of students.

**GENDER AND SELF EFFICACY**

Agarwal (1980) studied the motivational factors in the choice of teaching as a profession and its relationship with some other variables. The sample consisted of 241 B.Ed. trainees of both sexes belonging to rural and urban areas of Haryana state. Findings of the study revealed that there were inter group differences in the factors that motivated the students to join teaching, five factors emerged as most important in order of priority, these were; desire to continue education, possibility of doing good to the country, fondness of teaching, security of job and parents’ wish fulfillment; teaching had been consistently a very popular aspiration from high school through college education; majority of all the groups had no relative in the teaching profession; however, teacher spouse influenced the urban girls; majority of the
trainees seeks to take up teaching but very few wanted to start their own schools; large majority of the trainees belonged to high socioeconomic group and there was no significant difference in attitude towards teaching of high, middle and low socioeconomic status groups.

Einarson and Santiago (1996) made an attempt to find out the background characteristics of education, gender and ethnic differences as predictors of academic self confidence and academic self efficacy among graduate science and engineering students and found that gender and ethnic differences in academic self confidence and academic self efficacy.

Huang and Suyun (1999) conducted a study to find out the effect of family environment, personality and self efficacy on career indecision of college students. The sample included 268 university students who declare major undecided. Data were collected from major undecided students residing in the Midwest University. Cause-effect relations were analyzed for the entire sample and the method of structural equation model using to test direct and indirect effects of model variables. Gender differences were found related to self efficacy constructs as mediating the relation of family environment and personality to career indecision. No significant effect of family environment on career indecision directly and indirectly through self efficacy in case of women and reported a significant effect of personality on career indecision directly and indirectly through self efficacy. Men reported a significant effect of family environment and personality on career indecision directly and indirectly through self efficacy. Aesthetic self efficacy was considered as an important cognitive factor mediating the women’s educational and occupational choice behaviors. Technical, scientific self efficacy was an important cognitive factor mediating the educational and occupational choice behaviors of men.

Debra Jean (2002) undertook a study on the effects of gender and academic self efficacy on academic risk taking. The participants in the study were 133 high school students, studying 7th, 8th and 9th grades of three academic ability levels from two schools. Each participant completed the Academic Risk Taking (ART) measure, a Math Self Efficacy measure, a Verbal Self Efficacy measure and a demographic information sheet. Findings of the study revealed that no gender differences were found for academic risk taking desirability; girls rely on mathematics self efficacy and verbal self efficacy for their academic risk taking desirability. Academic ability level did not appear to on the relationship between academic self efficacy and academic risk taking.
Housego (2003) discovered that self efficacy beliefs and feelings of readiness to teach increased for pre service teachers after the first and second terms of a three term revised secondary teacher education programme and found that there were no significant differences by gender or subjects' area of study.

Kumar and Lal (2006) examined the role of self efficacy and gender differences on general intelligence among adolescents. A random sample of 200 students (100 boys and 100 girls) studying first and second year degree courses was selected from different colleges located in Chandigar city. Self Efficacy scale by Jenesalem and Schuarzer and to classify the subjects; General Mental Ability test by Jalota was used to collect the data. Results revealed that female scored higher than their male counterparts. No significant interaction effect was found in self efficacy and gender.

James Mackaya and Jean Parkinsonb (2007) assessed the effect of gender and stream on self efficacy and achievement among South African technology teacher trainees. Among the sample majority of the female subjects did their 12th grade with technology background than male subjects. In the examination, a test of theoretical knowledge; male students in each group outperformed female students. In terms of school background, gender responses from family members who regarded science as a male domain and resulting lower self efficacy of female students. However, female students achieved better than male students in the design and construction task and males had better self efficacy levels than females. At the outset, individual nature of a task in a domain usually constructed as male led to female students developing increased levels of self efficacy, which ensured task performance matching that of the more knowledgeable male students.

Obeidat and Khawla (2007) examined the gender differences in development of self efficacy and mathematics proficiency. The objective of the study was to find out the relations between gender and growth in both mathematics proficiency and self efficacy. Longitudinal data collected from 8th, 10th and 12th grade students, (N= 1988) studying in national education institutes and their scores were analyzed. Results revealed that 8th grade students mathematics proficiency was not significantly correlated with self efficacy; there was a significant negative correlation between initial mathematics proficiency and self efficacy growth rate and a significant positive association was observed between mathematics and self efficacy growth rates.
Arulsamy (2008) studied the self efficacy of the secondary school teachers. The sample consisted of 100 high school teachers from ten schools in Vellakoil Union. Self efficacy scale by Ralf Schwarzer et al was used to measure the self efficacy of the teachers. Findings revealed that secondary school teachers had a good measure of self efficacy in teaching, but their self efficacy differed in terms of gender.

Sameer (2008) conducted a study to find out the relationship between self esteem and emotional intelligence among B.Ed. trainees of (N=92) Tsunami affected coastal belt of Alappey district of Kerala, India. Stream of study, marital status and age based comparisons were made among the trainees. It was found that they have a good level of self esteem and emotional intelligence. While the variables are correlated, it is found that a substantial correlation in all groups except science stream students. The correlation coefficient between self esteem and emotional intelligence of science stream students is high. Both in self esteem and emotional intelligence, it is found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self esteem based on age.

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.

Kfaween (2010) assessed the self efficacy of 364 university students (male=191 female=173). Findings suggested that there is a relationship with specialization i.e., opted by the students, but there was no significant difference in the level of self efficacy on the basis of gender.

Arigbabu and Oludipe (2010) studied the differences between Nigerian junior and senior pre service teachers’ science teaching efficacy beliefs. Data was collected from 221 pre service teachers enrolled in Junior and Senior Secondary Science Teacher Education programmes in Nigeria using Science Teaching Efficacy Belief Instrument (STEB-B). Results indicated that junior secondary pre service teachers were as efficacious as their senior counterparts on two dimensions of STEB-B. In addition, no significant gender differences were observed on the two dimensions of STEB-B.
Reyes (2010) conducted a study to find out the level of efficacy of high school students in Maths and English subjects on the basis of their gender. Results suggested that there is a significant relationship between students’ performance on both subjects and self efficacy. No significant difference has been located on male and female perceived efficacy on both subjects. The obtained results also supported that self efficacy as a good predictor of academic performance on both subjects.

Klassen and Chiu (2010) assessed the effect of teachers’ self efficacy and job satisfaction in relation to gender, years of experience and job stress. Findings suggested that female teachers had lower classroom management self efficacy than male teachers and found that female teachers had higher self efficacy than male teachers.

Tison et al (2011) studied the relationship between gender and student engagement at the post secondary level in USA. Findings indicated that there was a significant relationship between gender and student engagement; females scored higher than males. The third domain in teacher self efficacy was teachers’ self efficacy in instructional strategies.

Akta et al (2013) examined the self efficacy among biology teachers in Turkey. Results of the regression analysis indicated that gender is positively and significantly predicted education process and self efficacy perception. Gender accounted for 11.4% of the total variance in education process self efficacy perception.

Zuffiano et al (2013) investigated the contribution of self efficacy beliefs in self regulated learning (SESRL) in predicting academic achievement at the end of junior high school above and beyond the effects of previous academic achievement, gender, socioeconomic status, intelligence, personality traits and self esteem. 170 participants (87 girls & 83 boys) studying 8th grade (Mean age =13.47) in a junior high school located in a small town near Rome. Results supported the unique contribution of SESRL on academic achievement at the end of the school year.

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Butucha (2013) assess the gender differences in self efficacy in classroom management and concluded that there were significant gender differences in self efficacy in classroom management; males having higher self efficacies than females.
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Mohammed et al (2014) explored the self efficacy of adolescent students in Ethiopia. Findings indicated that there was statistically significant difference between male and female students in self efficacy. Male students showed higher self efficacy than female students.

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Waitshega and Ntonghanwah (2015) examined the gender differences on self efficacy levels among teacher trainees in colleges of education in Botswana. A total of 598 pre service teacher trainees were included in the study. Self efficacy was measured using Teachers’ Sense of Efficacy Scale. Females outperformed males with respect to student engagement, but there were no significant gender differences with respect to instructional strategies and classroom management. There were significant
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differences between the five colleges with respect to each sub scale, with one particular college having the lowest mean on all subscales and another having the highest mean on all subscales. Interestingly the colleges that they train primary had higher mean scores than those that of train and secondary school teachers. However, further investigations revealed some partial confounding between age and school. Findings suggested that more efforts should be put into empowering pre-service teachers to develop self confidence in class room management, instructional strategies and student engagement.

Sylvester et al (2015) carried out a study to find out the influence of gender on teachers’ self efficacy in public secondary schools of Kisumu County, Kenya. The sample consisted of 327 teachers. Questionnaires and interview schedule were used to collect the data. Findings suggested that there was no significant influence of gender on teachers’ self efficacy; gender had an influence on self efficacy of teachers working in co-educational and boys’ schools. The study recommended that teachers and counselors be empowered to counsel female teachers on the challenges of teaching in co-educational and boys’ schools.

STREAM AND ACADEMIC ACHIEVEMENT

Dickerson and Kimberly (2008) studied the stress and self efficacy of special education and general education student teachers during and after the student teaching internship, the institutional population was special education and general education student teachers at the top ten teacher producing universities in Texas. The pretest resulted in a response rate of 16.5%, with 59 analyzable responses from participants. The post test resulted in a response rate of 10% with 36 analyzable responses from participants. Data from 23 student teachers completed the stress pretest and post test survey and 22 student teachers completed the self efficiency pretest and post test survey. Teacher Stress Inventory and the Teacher Self efficacy Scale were administered to sample and the following conclusions were drawn. Findings suggested that general and special education student teachers were significantly more stressed and demonstrated higher levels of self efficacy from pretest to post test. Stress was the most often caused by poorly motivated students and by students not trying to the best of their abilities. Self efficacy was highest for the disciplinary self efficacy subscales; special education student teachers did not differ significantly in either stress or self efficacy from pretest to post test and general education student teachers differed significantly in both stress and self efficacy from pretest to post test.
Sameer (2008) conducted a study to find out the relationship between self esteem and emotional intelligence among B.Ed. trainees of (N=92) Tsunami affected coastal belt of Alappey district of Kerala, India. Stream of study, marital status and age based comparisons were made among the trainees. It was found that they have a good level of self esteem and emotional intelligence. While the variables are correlated, it is found a substantial correlation in all groups except science stream students. The correlation coefficient between self esteem and emotional intelligence of science stream students is high. Both in self esteem and emotional intelligence, it is found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self esteem based on age.

Nava Parvathi and Kanmani (2008) examined the self efficacy in history subject among under graduate students. The sample consisted of B.A History III-year students and they were selected from government and aided colleges (N=700) of Tirunelveli district of Tamilnadu. Findings suggested that there is a significant correlation between the self efficacy in history and academic achievement; academic achievement in history with respect to annual income of parents; academic achievement in history with respect to medium of instruction; there is a significant association between the level of academic achievement in history with respect to nature of college and significant association between the levels of academic achievement in history with respect to type of college.

The review of related literature suggests that academic achievement has major influence on emotional intelligence, mental health and self efficacy of teacher trainees. Majority of the findings of the research studies collected; supported that emotional intelligence, mental health and efficacy promotes positive emotions, positive attitude, friendly feelings towards society, peers and neighbors, beliefs, self concept and higher degree of initiative and independence. The system of education and type of educational setting especially in government and private institutes are totally different. A large number of studies have been made in the field of academic achievement of student teachers in relation to emotional intelligence, mental health and different variables. Due to liberalization, privatization and globalization; now a day’s student’s life is often subjected to a lot of academic stress and academic adjustment problems. Studies attempted by comparing the academic achievement in relation to emotional intelligence, mental health and efficacy etc., of the teacher trainees - variable wise are more but, the research studies to find out the effect of these variable combined together are limited. Therefore, rightly in the present investigation an attempt is made to study the impact of emotional intelligence, mental health and self efficacy on academic achievement of teacher trainees.