2.1 INTRODUCTION:

The study of related literature implies locating, reading and evaluating reports of research as well as of the individual’s planned research project. As observed by J.W. Best, “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 knowledge of the past”

The review of literature is the basis of most of the research project in the physical science, natural science, social science and humanities. It gives understanding of the previous work that has been done to scholars. It enables us to know the means of getting to the frontier in the field of our problem. Until we have learnt what others have done and what still remain to be done in our area, we cannot develop a research project that will contribute to added knowledge in our field. It provides ideas, examinations and theories of research, valuable in studying the problem. In other words of Walter R Borg, “The literature in any field forms the foundation upon which all future work will be built.”

The author further observed that if we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be not authentic and naive and will often be a copy of work that has already been done in a better way someone else. Carter V. Good thinks, “The key to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of result. In order to be truly
creative and original, one must read extensively and critically as a stimulus of thinking.

Present chapter deals with the survey of related studies completed in the field of attitude towards research, mental health and stress. It is necessary as research is a continuous process and any planning for future has to be taken accounts of the work that has already been done in the area. This work may provide a basis for exploring new aspects of the problem that still remain unexplored. A rational for the selection of data analysis may also be facilitated by this. These considerations in mind, an appraisal of the work done in the area of attitude towards research, mental health and stress is taken up with special reference to relationship of this variable with J.R.F. and Non-J.R.F. students. Reporting of studies is done from original sources but in some cases where access to the original sources is not possible, secondary sources being used.

Various studies have been conducted on Attitude, Mental health and Stress from time to time. Some studies are collected by the scholar are mentioned blow-

2.2 REVIEW OF RELATED LITERATURE

2.2.1 STUDIES RELATED TO ATTITUDE:

Donald B. Black (Sep., 1960) studied Public attitude on Education. The purpose of this study was an attempt to establish the degree of interest which determines the extent to which a small segment of the Alberta population possess. The objective of this study is to investigate the attitude of public towards the various type of education. In this study 44 interviewers telephoned 831 private homes in the Edmonton area. In this study pseudo-
telephone survey was used as sales. Promotional device constitute a serious threat to the validity of studies made by legitimate research groups. The study has suggested that the amount of formal education demonstrate considerably more intelligent awareness than those with only an elementary education.

**Panda (1962)** studied on a comparative study of attitude of students towards co-education pattern in India. In this study, he found that students of both co-educational and non-co-educational institutions showed favourable attitude towards co-education, students of single sex college were found to be significantly more inclined towards co-education than students who were already in a co-educational institution. Further, he also found that the female students of co-education showed greater inclination for it than the female of non coeducational institutions.

**Byrl G. Short and Michael szabo (1974)** studied Secondary School teacher’s knowledge and attitude towards Educational research. The objective of this paper is to briefly describe the development of two instruments to measure the teacher’s attitude by using knowledge and attitudes towards educational research and to present research findings. A sample of 204 teachers voluntarily completed a knowledge of educational research test a semantic differentials attitude inventory, and personal data from using ANNOVA, It was included that:

1. Knowledge and attitude scores are related to subject area taught
2. Knowledge scores are related to subject area taught, regency of course work in educational research, measurement or statistic and research participation
(3) Attitude and knowledge scores are not related to the sex of the teacher, years of teaching experience and grade level taught

(4) The correlation between knowledge and attitude scores is not significantly different from zero.

The result of the study reveals that there is lack of knowledge of educational research among the researchers. There was no significant interaction between attitude and each of eight demographic variables on knowledge scores. There were no other significant differences in the attitude scores of the teachers when stratified on the other demographic variables.

**Bademi and Bademi (1974)** studied comparative study on attitude of college students towards education. In this study it is found that students from different streams such as Arts, Science and Commerce differed significantly in their attitude towards education. That is why, female students had expressed a more favorable attitude towards education male students had shown more of an unfavorable attitudes.

**Reddy (1978)** studied attitude of post graduate students towards internal assessment. In this study researcher found that those who finished their course have a more favourable attitude towards internal assessment as compared to those who were yet to appear for examination.

**Rath (1976)** studied the attitude of University students towards some socio-culture and educational issue. In this study, he found their attitude to be definitely associated with the family occupation and economic status of the student concerned. The study focused on the
attitude of University students towards political issues and not their attitude towards higher education.

Lesilie Francis (March, 1979) studied on the priest as test administrator in Altitude research. This observation might be an important factor in interpreting research regarding the psychology of the religious development of the school child. In order to test this observation a small experiment was conducted using an attitude scale recently employed by clerical researches to monitor attitudes towards religion among school children. The research instrument was a twenty four item Guttmann religious Attitude scale and a four item lie detection scale. Three hundred boys and girls from the second and third year classes of two junior school participated. No significant difference was found between the situation when the test was administered by the usual class teacher and by a visiting layman. A slightly higher score is recorded on both the Attitude scale and the lie detection scale when the test administrator was known to be a priest.

Raddy (1980) studied on the attitude of students towards the introduction of regional language at post graduate level. In this study, he found that those who did their graduation in regional language more inclined had attitude towards the introduction of regional language than those who did not do so.

Tom Haladyna, Lowa Joan Shaughnessy & J.Michale Shaughnessy (1983) studied a causal analysis of Attitude towards Mathematic. The objective of this study was to explore the potential for the teacher and learning environmental constructs to predict mathematics attitude at various educational level. Over 2000 students of Grades 4, 7, and 9 participated in the study. The sample was drawn by using a stratified random sampling plan that
controlled at each grade for size of district school and region of state. The findings suggested strong associations between teacher quality measures and both attitude towards mathematics and student motivation. The relationship between the social-psychological dimension and attitude increased with grade. The relationship between the management organization dimension of the learning environment and attitude showed an increase and then a decrease with grade. Relationship with the motivation measure varied without much pattern. In general, teacher quality and the social psychological dimension were consistently related to motivation.

**Thomas Li-Ping Tang and Mitchell Chamberlain (April, 1997)** studied on Attitude towards research and Teaching: Difference between Administrators and faculty members. To investigate Attitudinal differences between administrators and faculty members on their attitudes. The purpose of the study was to identify attitudes towards the mission of the University research technique and the reward system related to teaching and research by examining all educational leaders. A random sample of faculty from six regional state universities in Tennessee was taken. On the basis of the Attitude behavior consistency model, it is expected that these Attitudes will be related to faculty and administrators behaviors’ in higher education. Administrator tends to believe that research and teaching is the mission of their University. Faculty members on the other hand, are less inclined to agree with the mission of the University that both teaching and research are essential parts of their jobs.

**Adrian Furnaham, I.C. Mc.Manus (2004)** studied the attitude on the university education. In this study through pilot work using focus group and in depth interviews:
students construct a 32 item questionnaire on university education which was administered on over 1000 full time British undergraduates along with a shortened personality scale in early 2003. The item factored into five interpretable which concern such thing as the value of degree, the reputation of higher educational institutes and the consequences of tuition fee. The personality of participants, more than their sex age social class or subject studies was related to their attitudes.

**Mark Tessler and Amaney Jamal (2006)** studied the Political attitude in the Arab world: Emerging opportunities. The purpose of this study was to illustrate the emerging opportunities for political attitude research in Arab country. The interview schedule was being administered to represent national samples in five countries investigates the Attitudes, Values and Behavior patterns related to governance and politics of ordinary citizen. The interview schedule included country-specific items developed by each country team to investigate issues of local relevance. The conclusion of this study was that the impact that associations have on the quality of civic engagement varies according to the relationship between civic association and the ruling government. Association life can be important in inculcating pertinent qualities deemed necessary for democratic citizenship; it may also promote Attitudes incompatible with democratic norms and practices.

**Bradley J Steepar, Kenneth C. Schneider, Paula S. Weber and James E. Weber (2006) studied** the Scale and study of student attitudes towards Business Educations role in addressing social issues. Corporations and investors are responding to recent major ethical scandals with increased attention to the social impact of business operations. In turn business colleges and their international accrediting body are increasing their efforts to
make students more aware of social context of corporate activity. In this study BERSI scale administered on overall population. The scale was administered to total 851 students registered in 29 different sections of business and pre-business classes at a large Midwestern comprehensive state university. This study’s core finding is that this substantial sample of business students reacted very positively to business school education on corporate conduct influencing social issues. Findings of an unreported link between student’s past proactive social involvement and their positive views towards social issues, education may simply reflect pre-existing attitudes rather than awareness of corporate offense.

Judith A. Jellison, and Donald M. Taylor (2007) studied the attitudes towards inclusion of students with disabilities; A review of three decades of music research. The purpose of present study was to identify analyze and synthesize music research (1975-2005) about attitudes towards students with disabilities and inclusion and to describe that we have learned and what we should be the priorities for future research. A total of 6,743 students and teachers/ therapists (64%, 36% respectively) participated in 32 studies (12 experimental, 6 quasi-experimental, 14 descriptive) published between 1975 and 2005. No significant increase in positive attitudes was found in two other studies with college student as participants. After the experiment, undergraduates showed significant increases in their opinion that music can be used in education of deaf students. Graduate music education students felt slightly more capable to teach students with disabilities after having completed the course, but they were also significantly less willing to teach and felt little less comfortable about working with students with learning disabilities after the course.
Muhamad Shahid Farooq and Sayed Zia Ullah Shah (2008) studied the students’ attitude towards Mathematics. The purpose of this study is to find out the attitude of high school students towards mathematics and influence the participation rate of learners. Students of both the genders constitute the population of this study. Sample of the study was 685 students (male =379 and females = 306) of the 10th grade from five public sector schools selected conveniently. Data was collected by the scale from 685 respondents, this data were analyzed through SPSS by applying statistical measures accordingly. The result were interpreted by comparing the means and by using the t-test at p<0.05 level of significance. The result of this study leads us to an important conclusion. The male and female students of 10th grade of the secondary schools of Lahore had same type of attitude towards mathematics. It means that gender difference has no impact on the student’s attitude towards mathematics in Pakistan.

Melissa Lennic, Greater Miami Youth Symphony and Miami, Forid A. (2008) studied on Attitude towards String education among collegiate string Faculty. The purpose of this study was to investigate the different attitude towards string education held by string applied, string pedagogy, string education and university symphony conducting faculty. A research survey was constructed together of collegiate strings teacher’s attitude towards music education, music performance and the pre-college environment. Survey question were gathered from related literature and informal interview with school string teachers, pre-college studio teachers, string music education majors, and collegiate string teachers (n=40). The survey was piloted (N=35) to string performance teaching assistants (n=7), school string teachers (n=4), studio string teachers (n=4), music education graduate students (n=15) and college music section was r= .836. Reliability for feelings towards
performance was $r = 831$ and the feeling towards the pre-collage environment was $r = -0.607$. No significant difference was found between the group, trends were seen overall among string teachers through descriptive statics, factor analysis and interview. The result of job category indicates that a large number of string faculties are performing more than one role in their university. Forty four percent of survey respondents indicate that they work in more than one area in their university. The area that was indicated the most as secondary job string pedagogy/ applied professors.

**Lynn N. Tabata, Linda K. Johnsrud (2008)** studied on the impact of faculty Attitudes towards technology, Distance education and innovation. This study uses survey design and diffusion of innovation theory to examine faculty participation in relation to their technology use, their attitude towards technology and distance education. The source or the data used in this study is a large 10 campus Public system that includes one Research University, two baccdurate-granting colleges and seven community colleges. The target population includes 4,534 individuals consisting of full and part-time faculty, lecturers and graduate assistance from all colleges, divisions, professional schools. The research design for this study incorporates a paper and web based survey. Demographic data was also collected to determine whether the respondents were representative of their population and to compare demographic characteristics between groups. Two variables from the ‘Technology used’ dimension were found to be significantly associated with participation in distance education using software application in conducting professional work and using e-resources conducting professional work. Two variables were found to be significantly associated with participation inducting education and technology is important for conducting professional work. Two variables were found to be significantly associated
with increased participation in distance education the quality of distance education instruction and learning is the same as face-to-face. Five variable were found to be significantly associated with increased participation in distance education

Based on these findings, it is clear that developing distance education policies that meet both faculty and institutional needs present numerous challenges for institutional planning and decision making process.

Rafale Pardo, and Felix Caluo (2008) studied on Attitude towards embryo research, worldviews and the moral status of embryo frame. The purpose of the study is to describe the importance of stem cell especially dynamic scientific technological area and to find the effectiveness of treatments for some major disease prevent in advanced society. The questionnaire used in this study was specifically designed to investigate the particular model, taking into account the main findings of the general literature on public understanding of science, on attitude towards embryo research. A variety of methods of sample selection and questionnaire administration were applied by TNS national institutes. The mean values obtained in each country show that in all of them the two typical scenarios of embryo research are evaluated in clearly different ways. The first results are corroborated by the distribution of the summated scale which provides a more robust measurement attitude. The large statistical variance in views about the status of the embryo finds its parallel in attitudes towards their use for obtaining stem cells.

Riyad Titah, and Heneri Barki (2009) studied the nonlinearities in information technology acceptance; A negative synergy? The objective of this study is the theoretical independence of attitudes and subjective norms (i.e. ad dive relationship is thought to
oversimplify the causal structure of their relationship and effect on behavioral intentions and how attitude and subjective norms influence IT acceptance, it has also already overlooked the nonlinear relationship that can exist between key model constructs. Employing methods for modeling and measuring non-linear effect of latent constructs as well as two approaches for visualizing and interpreting interaction quadratic terms, structural equation modeling analysis of data collected from 258 users of a variety of IT applications in 14 organizations provide support for the hypothesis that attitude and subjective norms were substitutes in predicting intention to use. The study found and edge worth-pare to substitution relationship or negative synergy between attitude and subjective norms, Nonlinearities encourages new propositions regarding the conditional relationship key constructs in TRA/TPB based models in different context and can provide alternative explanations to understand or overstated main effect.

**Sedat Ucar and Uuba Demircioglu (June 2010)** studied on the Changes in Pre-service teacher attitude towards Astronomy instruction and four year long Teacher Training program. The objectives of this study is How do Pre- service teacher’s attitude differ between groups who were and those who were not exposed to a unit on teaching moon phase? How does pre-service teacher’s attitude towards astronomy change with the number of science course taken? How do attitudes differ based on gender in the above two research questions? A total number of 638 pre-service elementary teachers participated in the study. A post- test only quasi-experimental method with unequal groups design was used. The result indicated that a semester long training course does not change attitudes; but the four year program does significantly change particular attitude towards astronomy. Astronomy course should be spread over the one course with a large number of credit hours.
Jehad O. Walabi and Aymon Hamdan-Mansour (2010) studied on the Attitudes of Jordan nursing students towards nursing research. The purpose of this study was to investigate the attitude of Jordanian nursing students towards the conduct and utilization of nursing research.

The study utilized a descriptive design in which data was collected at one point of time and the relationship between attitude and all other variables of the study describe and examined. A convenient sample of 612 senior nursing students filled out and returned the self-report questionnaire from senior nursing students in the largest public University. The result showed that nursing students had positive attitude towards research. The majority of them believed that research has an important role in developing the nursing profession and that nurse must learn how to read and utilize research findings in practice. The majority also relished the value of research in improving the quality of care, expressed the need to learn about nursing research, appreciated the necessity of development of the nursing profession and had a willingness to conduct nursing research in clinical settings. Four attitude domains were identified. Including research ability usefulness of research, personal interest in research and using research in clinical practice. The highest scores were observed of items related to usefulness of research and lowest were related to research abilities.

Florian G. Kaiser, Katarzyna Byrka and terry Hartig (2010) studied on Reviving Campbell’s paradigm for Attitude research. The purpose of this study is to investigate a paradigm for attitude research that grounded in Campbell’s idea. Donald Campbell proposed that the root of the seeming inconsistency between attitude and behavior lies in
disregard of behavioral costs. According to Campbell, attitude behavioral gaps are empirical chimeras, verbal claims and other overt behaviors regarding an attitude object all arise from one behavioral disposition. In this article, the author presents the constituents of and evidence for a paradigm for attitude research that describes individual behavior as a function of a person’s attitude level and the costs of the specific behavioral involved. In the authors, version of Campbell’s paradigm they propose a formal and thus axiomatic rather mainstream attitude theory empirical researches an application concerning attitude.

Mehmet Ali Ozturk (2011) studied on the Confirmatory factor analysis of the educator’s attitude towards educational research scale. The purpose of this study was to develop a scale intended to measure educator’s attitude towards educational research. In the present study the revised scale was given to 0.564 Perk -12 in service educators (teachers, school counselors and administrators etc) who were working at schools in a big mid-western city in U.S. The scale had 29 Likert type items intended to measure eight dimensions of the variable (at least three items for dimension). All parameter estimates were acceptable.

Since there were no established variable in the literature to serve as criterion variables in the measurement of educators attitudes towards educational research, data was collected on three variables (years of experience as an educator, research methods course taken and use of sources to learn about research findings). To examine which ones might serve as criterion variables, analysis were performed to correlate these variables with subscale scores from educator’s attitude educational scale. Regarding the results of these co-relational analysis, there was a high level of agreement between the present study and the previous exploratory factor analytic study.
Rechal L. Buchaman and Deborah A. Mathews (2013) studied on a comparison of students knowledge and attitude towards research; The objective of this study was to compare the knowledge and attitude of students of Universities campus towards the research. The purpose of this study was to report on assessing the differential knowledge and attitude towards research among social work students, taking research method course in one of two modalities. Over the course of 2 years (Wave 1, N=62 and Wave 2, N=61) students at a mid-size combined social work program in mid-Atlantic region of the U.S. A modified version of the Kirk- Rosenblatt research Inventory (1981) was used for this study. (The Kirk- Rosenblatt research inventory is a measure designed to assess social work student opinion, knowledge and beliefs about research) the opinion scale contained 15 items all measured on a five-point Likert scale; strongly agree, moderately agree and strongly disagree. There was a difference across but it was present only for undergraduate students. The Wave 2 findings indicate that there was no significant difference in knowledge across sites, which is consistent with preexisting students. The vast bulk of this research had showed that there was no statistically significant difference in outcomes, meaning that distance education is an effective alternative format for social work education.

Intzar Hussain Butt & Jahan Arashams (2013) studied on the Master of Education students attitude towards research; A comparison between two public sector Universities in Pakistan was done. To exploring M.Ed. student’s attitude towards research, it would be interesting to explore the attitude of Pakistani students towards research who by themselves had really experienced this phenomenon and whose teachers had involved in scientific research and to exploring the trainee teacher’s attitude towards research. The
sample consisted of 200 participants from two public Universities of Pakistan. The Participants were master in Education students in their second semester. The attitude towards research scale used for data collection. The scale was considered of 30 items which were divided into five factors; research usefulness, research anxiety, positive attitude, relevance to life and research difficulties. The data was analyzed using descriptive statistics, t-test and ANNOVA. A significant difference was found in the attitudes with respect to the type of program and prior areas of specialization. The paper demonstrated a clear need for focus on research for student-teacher attitude towards research. Low student teacher attitude had negative impact on pupil. This study produced empirical evidence about the low student teacher attitudes towards research.

V.Maheshwari, R. Haridas (2013) studied on determinants of student’s attitude towards higher education. The present study is to determine the student’s attitude towards higher education program. The purpose of this survey was to explore attitudes of the students and their untouched problem in colleges. This survey investigated final year undergraduate students and ascertained the level of attitudes among the student in various factors. Further the researcher investigates the 625 student’s attitude towards the higher education program at art and science college in Coimbatore city. Likert attitude scale questionnaire was used. The researcher conducts the interviews and obtained quantitative as well as qualitative data. The result revealed that the majority of the students has positive employment attitude to continue their higher studies.

Suat Yapalak, Gokhan Ilgaz (2013) studied adaptation of Attitude towards research scale in Turkish. The aim of the study was to adapt the scale of attitude which was
prepared by Papanastosiou (2005) to Turkish culture. In order to determine whether the
Turkish translation of scale was applied to 25 third year students who participated
voluntarily studying in English language teaching department for two week. The language
validity provided to scale was put through confirmatory factor analysis with the data
obtained from 291 people and item discrimination was examined. According to CFA and
item analysis result the scale cronbach alpha coefficient was revealed 92.

**Stephan Gallagher, Sarah Wallace, Yoga Nathan and Deirdre Mc. Grath (2013)**

studied on ‘Self and Fluffy’; Medical students attitudes towards Psychology in Medical
education. The main objective of this study was to explore the attitudes and experiences of
Graduate Entry Medical Student (GEMS) towards Psychology in Medical Education who
were attending a medical school in Ireland. The study interviewed the 19 medical students
about their experiences of Psychology in Medical education. Four main items were
generated; Attitudes, teaching culture, curriculum factor and future career path. Negative
attitude were transmitted by teachers to students. Attitude towards Psychology in medical
education among GEMS were somewhat mixed. Although attitudes towards Psychology
were positive in general students did hold negative attitude and these views were largely
driven by factor within the training and learning environment. In summary, apperception
of Psychology in medical education will only happen if all educators involved in medical
educate value and respect each other’s specialty and experiences.

**Natalie J. Ciarocces, Gray W. Lewandowski Jr. and Michele van Volkom (2013)**

studied on the impact of a multifaceted approach to teaching research method on student’s
attitudes. The purpose of this study was to test whether the multifaceted approach would
improve student’s perceptions of research design and statistics. Participants included 70 undergraduate Psychology majors enrolled in a required 300 level experimental methods course at medium sized private liberal Art University. The participants ranged between the age from 19 to 53 with a mean age 22.23 (SD= 5.52). The sample included 1.4 sophomores, 54.3% juniors and 44.3% seniors. The demographic section inquired about the age, sex and academic standing of the participants. When using a multifaceted approach to teaching research method that included both active learning and a form of scaffolding students reported a greater efficacy in American Psychological Association style writing a higher perceived utility of research and statistics, better attitudes towards statistics and higher perceived skills/ abilities in statistics.

**Chun-Chun Yeh (2014)** studied on Taiwanese student’s experiences and attitudes towards English-medium courses in Tertiary Education. The purpose of this study was to find out the attitude and experiences of Taiwanese students towards English medium course because the recent trend of university internationalization has been rapidly increased English as medium of instruction (EMI) course. A total of 25 classes were selected for this research. Questionnaires were mailed to the participating instructors along with an instruction sheet for questionnaire administration. This study surveyed 476 students from 25 EMI courses and six universities in Taiwan to probe their learning experience and general attitude towards EMI courses. Result revealed that the instructor put an important influence on student’s course selection, while seeking English improvement was the second highest rated reason for enrolling in EMI courses, though some of them attributed their learning difficulties to their own insufficient English competence. To compensate for comprehension problem, students should adopt cognitive learning strategies such as
concentrating and taking notes in class. Finally the survey of student attitude towards EMI suggested that student generally agreed with its broadly routed benefits such as boosting English ability, facilitating student’s employability and further studies and enhancing the competitive edge of Taiwan.

**Lynne D. Roberts and Kate Povee (2014)** studied on a brief measure of attitudes towards qualitative research in Psychology. The purpose of this study was to develop a psychometrically sound brief measure of attitude towards qualitative research in Psychology. The objective of this study was to develop and begin the validation of a new measure designed to address this identified need: Attitude towards Qualitative Research in Psychology (AQRP). A pool of 46 items were developed from previous qualitative research along with validation measures, it was administrated via online survey to a convenience sample of 288 Psychology students, academics and Psychologies, principal axis factoring with varimax rotation produced a four-factor, 18 item solution. The measure had good content validity, covering three cognitive and two behavioral themes that emerged. The high mean score and low SD on the capturing the ‘live experience’ scale compared with these scale suggested that psychology students had academics knowledge the power of qualitative research method to provide a rich, contextualized understanding human behavior. Internal reliability testing indicated that each of these factors had acceptable internal consistency.

**E. Alpay & R. Varschoor (2014)** studied on the teaching researcher faculty attitudes towards the teaching and research roles. The purpose of this study was to identify and disseminate practices that helped faculty to manage and integrate their research and
teaching roles. The objective of this study was to perceive value of teaching (and teaching achievement) related to research and generate approach gained from common teaching integration and the satisfaction gained from common teaching and research activities and the importance of various work life factor. The overall project involved a combination of surveys, semi-structures interviews and case studies and the data was collected from a wide pool of academics. A wide network of higher education institutions were established through contacts within the three UK university groups; The Russell groups, i.e. an association of 24 public research Universities; The million t group comprising 22 post in 1992 universities of former collage or polytechnic. There was a mix of and open questions, the former typically requiring a response on a 7- point Likert scale.

Based on the findings, it showed that for a range of academic achievements teaching accomplishments were perceived as relatively low in value. This is especially so for education related publications and findings. The role of student’s feedback was also indicated as an important motivator. The perceived value of social support in the development and progression of the teaching researcher is clearly indicated. Female faculty was found to give marginally a higher importance to teaching recognition and collaborative teaching opportunities.

CS Roxburg, CH Richards, So’Nell, G. Ramsey, Velineni, AJ Robson DG Watt; (2014) studied a national survey of attitudes towards research in Scottish General surgery Trainees. The purpose of this study was to find out the Scottish General surgery Trainees’ attitudes towards research practice during training and research. An online survey was distributed to core and specialist trainees in general surgery in Scotland. Over a
4 month period 108 trainees (75% st/BPRs and 33 CTs) completed the survey. In their current post, most were aware of trail recruitment. Only 47% attended regular general clubs most believed that they were expected to present (89%) and publish research (82%) during training. Most (59%) assumed that participation in research in well supported. 57% were advised to undertake timeout program research, mostly by consultants (48%) and training committee (36%). Most undertook research in a local academic unit (80%) funded by small grants (47%) or internally (33%). Most researches (69%) were clinically oriented (13/55 clinical 25/55 translation), 56% or those completing time and about 91% thought that research was relevant to a surgical career.

**Ahmed A. Al-Kwwaiti (Aug., 2014)** studied the Health Science student attitude towards research training programs in the Kingdom of Saudi Arabia. The purpose of this study was to explore the attitude of Saudi Health Sciences towards their participation in Research. The objective of this study was to determine the validity and reliability of a questionnaire tool for measuring student’s attitude towards components relevant to research training programs in Saudi Arabia. The paper reports the responses of 564 Saudi Arabian students from seven government Universities from the questionnaire comprising 16 item on 3 conceptual subscales which measured student’s attitude towards research activities in the college, student’s opinion of faculty involvement in research and infrastructural facilities in the college. The result of this study provided the final scale, with all the 16 items of the initial ‘Likert Scale’ for which strong evidence was obtained. Result indicated that the student’s attitude towards the research (SAR) scale had three latent factors, which explained 62% of the variance; the three subscale measured include; (1) Research activities offered in the College (2) Student’s opinion of faculty involvement in research (3)
infrastructural facilities offered in the college for research. The full scale including three subscales had good internal consistency (r=0.72 and α= 0.777) for full scale and (α between 0.71 and 0.79) for three subscale.

**Joraoslawa Belowska, Mariusz Panczyk and Joanna Gotlib (2014)** studied comparison of knowledge and attitudes towards the use of scientific research in clinical practice among nursing department. The purpose of this study is to the comparison of knowledge and attitude towards EBNP among nurses depending on their position. Twenty one departmental nurses (PO) (Mean age 50.38 years, min= 37, Max=62, SD= 7.35) and 20 Bachelor’s degree student of a bridge program (SSP) (Mean age 43 years, Min=34, Max=55, SD= 6.37). PO and SSP were not able to define the acronyms EBM and EBP correctly and did not have detail knowledge of the criteria for assessment of reliability of scientific literature. A majority of DN was familiar with the available journals for journals for nurses and was aware of benefits resulting from using EBNP. The use of EBNP in everyday clinical practice in SSP group was limited by lack of time, insufficient knowledge of English and access to the internet as well as working at the position that makes taking decision on developing procedure and standards for nursing care impossible.

**Khalid Saleem, Intazar Husain Butt and Mohammad Tahir Khan (2014)** studied Research Attitude and program fee in Higher Education Institute of Pakistan. Research is said to be the significant factor for technological environment, social development and institutional quality. For quality research, positive attitude towards research is a prerequisite, which itself is influenced by different factors including cost of the research, institutional research facilities. The present study is an offer to determine whether or not
the institutional fee has any effect upon the student attitude towards research. Student attitude towards research scale developed by Papanastasiou was adapted to collect data randomly from 2018 MS/M.Phill level students of 10 different universities. Significant negative correlation was observed between institutional fee and students’ attitude towards research.

Sadia saukat, Aishah Siddihquah, Mohammad Aboidullah and Rafaquat Ali Akabar (2014) from their study of the postgraduate students’ attitude towards research, concluded that student often rate negatively courses in research method and regard them as difficult. This study used the Attitude towards research scale (Papanastasiou, 2005) to access the attitudes of 2001 randomly selected post graduate students of teacher education for public and private University in Pakistan. It was hypothesized that student hold positive attitude towards different aspect of research. The scale consisted of 32 item having 5 constructs; usefulness of research for career, research anxiety, positive attitude towards research, research relevance in life and research difficulty. Data was collected by self – administered approach. Data were gathered from the trainee teachers during their class time. Three programs (B.Sc. honor/ M.A. education (n=63), M.Phill./MS education (n=114) and Ph.D. education (n=24) were selected as a sample of the study. Data were analyzed by using t-test and ANNOVA. Result indicated that the males have significantly positive attitudes towards research than the females.

Suzanne M. Rivera, Aaron Goldenberg and Steven Joffe (2015) studied on Investigator experiences and attitudes about research with Bio-specimens. The purpose of this study is to conduct an electronic survey to learn about investigators experiences and attitudes about
research with Bio-specimens and associated data. A total of 114 practicing scientists from a pool of 60 Universities medical school with clinical and translation Science Awards (CTSAs) funded by National Institutes of Health (NIH) participated. Data from the survey was transferred from REDC ap. to an SPSS v.21 file. Descriptive statistics were used to describe frequencies of individual item responses open ended item also were reviewed in SPSS to look for common themes that than were illustrative of the quantitative data.

Senet Ven Der Westhuizen (2015) studied reliability and validity of the attitude towards research scale for a sample of industrial Psychology students. The purpose of this study was therefore to determine the reliability and validity of the ATR scale for a South African sample. A convenience sampling strategy was used and 185 students who were enrolled for a research methodology module honors level in industrial psychology at a distance education intuition participated in the study. Most students (74.6%) in sample were female with ages varying between 20 and 51 with a mean age of 32. The majority of samples were Black (51.9%) with remaining students being white (23.3%). The items were listed on a seven point Likert type scale. Confirmatory factor analysis, exploratory factor analysis correlation and descriptive statistics were used to analysis the data. The result indicates that none of the previously suggested one factor and three factor structures of the attitude towards research was appropriate data. A revised three factor structure consisting of positive outlook on research (anxiety, difficulty and usefulness of research) fitted the data acceptably. Students in this sample displayed attitudes towards research, regarded it as beneficial to them in their profession, but seemed to be somewhat difficult and displayed moderate levels of anxiety about it.
Fanny D. Honolt, Lore Van Praag, Peter A.J. Stevens and Micke Van Houtte (2015) studied the attitude towards school influence and the under achievement of Turkish and Moroccan minority students in Flanders. The attitude- achievement paradox revised. The objective of this study was that the students of Turkish and Moroccan decent will have different school attitudes than students of Belgian decent. For both groups, it is accepted that net individuals and school factor concrete attitudes will predict achievement; while abstract attitudes are expected to have no effect on achievement. The data were taken from RADIFS collected during the school year 2011-12 from 4322 student in sample of SS secondary schools in Flanders. All the secondary schools in these areas were divided into three categories; situated in city, a suburban area or a rural area. In this study using multi-group confirmatory factor analysis, the validity of both inventories is confirmed for the whole sample, as well as for the native and immigrant sample. The findings show that student of Turkish and Moraccan decent scored significantly higher than students of Belgian decent for abstract attitudes and significantly lower for concentrate attitudes. The next findings indicated that only ethnicity has significant influence on abstract attitudes.

Faisal Al-Nashmy Al-Shalawy and Abdul Haleem (2015) studied Knowledge, Attitude and Perceived barriers towards scientific research among undergraduate health science in central province of Saudi-Arabia. Present study was conducted with the objective of assessing the knowledge and attitudes of health science students in the universities of the Central Province of Saudi-Arabia. The degree of involvement of students in research and the interruption of students in research and the barriers of student’s research activities were also explored. The study designed was cross-sectional that involved 435 medical, dental and pharmacy students in eleven health science of Saudi Arabia. The data were collected
using an anonymous self-administrated radiant validated questionnaire that was slightly modified and pilot tested for the present study. The study participants had a mean knowledge score 4.6± 1(out of 6). The majority of students perceived shortage of time, lack of motivation and appreciation and insufficient laboratory facilities were the major barriers to the students research activities, moreover only 6.9% ever published a research paper.

**Nail Ilhan, Zaynel Abidin Yilmaz & Hulyss Dede (2015)** studied Attitudes of Pre-service science teachers towards educational research and their Science teaching efficacy beliefs in Turkey. The objective of this study was to find out the level of attitudes of pre-service Science teachers towards educational research and their Science teaching efficacy beliefs. Their attitudes towards educational research and their science teaching efficacy beliefs differ according to the type of high school they attended. The study was conducted according to the survey Research design. Sample of the study included 517 pre-service Science teachers (final year students) at five different Universities in Turkey. Teachers Attitude Scale towards Educational Research (TASTER) and Science Teaching Efficacy Belief Instrument (STEBI) were used as date collection tools. The data was analyzed using statistical package for social science (UPSS) version 18.0. Analysis of the data had revolved that there is a relationship between the attitudes of the pre-service science teacher towards educational research and their science teaching efficacy belief.

**Mehtab Memarpore, Ali Poost Foroush and Roghieh Ghasemi (2015)** studied the Evaluation of Attitude towards knowledge and barriers towards research among medical science students. The aim of this study was to increase the role of students in health
research required data of students’ knowledge and views of research. Objective of this study was to evaluate these factors towards research among medical science students. Students showed favorable knowledge of research but their attitude to the field was inadequate. More attention must be paid on these parameters in the curriculum to improve student’s interest in health research. The impact of barrier factor on research demonstrated that there was a need for greater availability of information in order to solve the problems and change strategies for research.

2.2.2 STUDIES RELATED TO MENTAL HEALTH:

Bhan (1972) studied the detonation in interest as a function of insecure mental health during and after the period of certain academic specialization. The sample was drawn from the student studying for MA or M.Sc. and from the person who settled down in life after passing MA or M.Sc. Interest in outdoor and physical activities determined in the case of in-course group due to insecurity of mental health. Interests in such fields like literary activities, welfare and humanitarian activities outdoor and physical activities deteriorated in the case of in-course group due to insecurity of mental health. Interest fields which were not found to deteriorate in the case of in course group due to insecurity of mental health scientific interest and domestic interest. Security- insecurity was stable characteristic of personality and was caused by long standing factor which effected from early childhood.

Revathi (2001) studied on community mental health services. In this study, he found that the trend in the community mental health service is to organize the program mainly with
primary secondary and tertiary prevention, which can be suitably modified depending on the need of the community.

Ashwani Kumar Malik and Amita Saxena (2005) studied Mental Health and Family Environment. The study was conducted on 120 middle class families of Jodhpur City, only nuclear families were taken. To measure family environment, a Hindi adaptation (Joshi 1985) of the Family Environment Scale of Moose and Moose was used. The healthy person characteristics were measured by the Jodhpur Mental Health Inventory which was constructed by Joshi and Malik in 1997. The result of the study clearly indicated that the fathers who perceived more cohesiveness and less conflict, were more mentally healthy. The results also indicated that where expressiveness was more, autonomy was also more.

Chris Brown, David T. Dahl Beak and Lynette Sparkman-Barnes (2010) studied on collaborative relationship between school counselor and non school mental health professionals working together to improve the mental health needs of the students. The purpose of this study was to define experiences of school counselors as they define their roles and interact with non-school personal to meet the mental health needs of students. Participants were 53 school counselors and administrators (33 school counselor, 20 principals) employed in Middle and High schools located in the Midwest region. Among the 21 female counselors aged between age from 31 to 65 with a mean age of 47.38 (SD=10.9). A 25 item scale designed by the authors to collect information on participants’ thoughts about roles and competencies of school counselors and the collaborative relationship among counselors and non- school MPIs. Utilizing t-test analysis, the administrator (n=21) and school counselor (n=33) groups were compared on each of the 25 scale item. Finding revealed that school counselors agreed to
a much greater extent than school administrators on (a) they were adequately trained to provide group counseling to the students (t=3.22, p=.002, Cohen’s d effect size=.67); (b) they were able to identify students who were in need of mental health services (t= 3.22, p=.000, Cohen’s d effect size =1.117). In addition, the survey sought to understand what school counselors and their hiring principals/ vice principals regarded the roles and responsibilities of school counselors and the scope of school counselor training.

**Howard S. Adelman and Linda Taylor (2006)** studied mental health in school and public health. The purpose of this study was to promote health development as one of keys to preventing psychosocial and mental health problems and focusing on comprehensively addressing barriers to development and learning. In this paper qualitative approach were used and as well as Imperial type approach was used. Those in the public health field are uniquely positioned to help promote the mental health and schools are essential partners for doing the work. Schools already provide a wide range of programs and services relevant to public health and mental health and schools need to do more of the mandates, so that no child is left behind. As per the individuals with disabilities educations act and the recommendations of the President’s new freedom commission on mental health, the goals of health people 2010 are to be achieved.

**Danirl Eisenberg, Ezra Golberstein and Sarah E. Gollust (2007)** studied help seeking and access to mental health care on a University student population. The purpose of this study was to quantify the use of mental health service and estimate how various factors are associated with help-seeking and access on a University student population. A web based survey was administered on a random sample of 1785 student attending a large, public university with a demographic profile similar to the national student population. Non
response bias was accounted for using administrative data and a no respondent survey. Mental health was measured using the patient health questionnaire screens for depressive and anxiety disorders. Among students with positive screens for depression or anxiety, the proportion which did not receive any services ranged from 37% to 84%, depending on the disorder. Predictors of not removing services include a lack of perceived needs, being unaware of services or insurance coverage, skepticism about treatment effectiveness; low socioeconomic background and being Asian or Pacific Islander.

Even in an environment with universal access to free short term psychotherapy and basic health services, most students with apparent mental disorders did not receive treatment. Initiatives to improve access to mental health care for student have the potential to produce substantial benefits in term of mental health and related outcomes.

Md. Saheelkhan, Bina Srivastava (2008) studied Teacher-Burnout in Relation to Mental Health. The sample of the study comprised of 640 school and college teachers from four districts of Eastern U.P. The investigators used – Burnout Scale by Dr. Tripte Hatwal, Mithila Mental Health Status Inventory (MMHSI) Hindi adaptation by Anand Kumar and Giridhar P.Thakur. The findings of the study revealed that teachers with poor Mental Health were prone to be more Burn-out than the average and good mental health groups. The persons scoring high on mental health scale were likely to possess those negative personality factors. Persons with poor mental health were egocentric, concerned more about their needs, feelings, ideas and opinions.

Jareen Anne Rasen Thal, Jean Russell and Garry Thompson (2008) studied on the health and well-being of international students at an Australian University. The purpose of this study was to describe for a large and representative sample of international students
from one university, their physical and mental health and the extent to which these students engage in behaviors that are potentially health compromising. A representative sample of undergraduate and postgraduate international student at a large Australian University (n=979, 64% females) completed a moral-back survey of their health and well-being. Most students evaluated their current and previous physical and mental health positively. The questionnaire was literature, including health-related questionnaires (e.g. Hakim, 2004; Smith.Agius, Dyson, Mitehell& Pitts, 2003; Women’s health Australia, 2002). In interpreting result alpha was set at .01 to avoid type I errors. Several overcharging outcomes of the study were clear. Firstly most of the students reported a positive sense of physical and psychological well-being. Secondly there was a little change in health or risk behaviors. Important variables, including age and gender had a significant impact on students, well-being. This study related that few international students found the experiences of studying in overseas country departmental to their well-being. Nevertheless for those students who encounter difficulties or are at increased risk of health compromising outcomes must ensure better delivery or health promotion education and access to and use of available counseling and health services.

Jennifer Marie Martin (2009) studied the Stigma and students mental health in higher education. In this study students were explained about gaining access to appropriate support. This paper reported on Stigma is a powerful force in preventing University students with mental health difficulties, exploratory study of University students with mental health difficulties that found most students did not disclose their mental health problems to staff at university. This was primarily due to fear of discrimination during their studies and in professional employment. Many students went to do considerable
efforts to hide their mental health condition and in doing so, they struggled to meet University requirements. Of the minority who did disclose, most received helpful assistance with both their studies and management of their mental health condition. The University was the main source of support services including counseling, disability, student union and housing. A range of measures were required to address the impact of stigma and mental health to empower students so that they can disclose in the confidence that they would be treated fairly.

Jagpreet Kumar & Shamsher Singh (2009) studied on the gender and self esteem as determinants of psychology hardiness. The sample of the study consisted of 151 University students, 76 men and 75 women selected randomly from Punjab University, Patiala. Tools used for the study were the Psychology Hardiness Scale (Nowack 1990) and the Self Esteem Inventory (Coopersmith 1981). The results of the study revealed significant gender differences in commitment, control and challenge dimensions of psychology hardiness as well as global hardiness. Further, high self esteem University students were found to possess significantly higher commitment, perceived greater sense of control and had high challenge accepting tendency as compared to their low self esteem counterparts.

Mahsen Joshanloo and Masound Nov Rata Badi (2009) studied the levels of mental health continuum and personality traits. The purpose of this study was to investigate discriminatory power of big five personality traits in discriminating among the level of mental health continuum using an Iranian University student sample. Participants were 227 university students at the University of Tehran. The sample consisted of 111 female (48.9%) and 116 male (51.1%) students who were recruited from different fields of study.
and all were volunteers. Their mean age was 22.7 years (SD=2.5). The inventory was used to measure big five personality traits. It consisted of 44 items to measure extraversion (8 items), agreeableness (9 items). Well-being was measured using three established multi-item scale of subjective well-being which had been used by keys in several past studies. For the data interpretation ANNOVA was used. Findings revealed that respondents with different levels of mental health differed significantly on four out of five personality traits (Extraversion, neuroticism, conscientiousness and agreeableness). All in the result of this study coverage with prior findings about the importance of big five personality traits in predicting well-being.

Eisenberg D., Hunt J, Speer N, Zivin K. (2011) studied mental health service utilization among college students in the United States. The aim of this study was to provide the most comprehensive picture of service utilization and help-seeking behavior for mental health problems among college students in the United States. We conducted online surveys in 2007 and 2009 of random samples of students in 26 campuses nationwide. Among students with an apparent mental health problem (32% of the weighted sample), 36% received any treatment in the previous year. The prevalence use of psychotherapy and medication was approximately equal. Treatment prevalence varied widely across campuses, with some campuses having prevalence 2 to 3 times higher than those of others. Apparent barriers to help-seeking included skepticism on treatment effectiveness and a general lack of perceived urgency. Overall, the findings indicate that help-seeking for mental health varies substantially across student characteristics and across campuses. Strategies to address the low prevalence of treatment will need to be responsive to this diversity.
Jeremy B. Yorgason, Deanna Linville & Bryan Zitzman (2011) studies mental health among college students. Those who need services know about it and how to use those services. The objective of this study was to examine connections between University students' mental health and their knowledge and use of campus mental health services. Participants and Methods: In March 2001, a sample of undergraduate students ($N=266$) completed a Web-based questionnaire, providing information related to their mental health, knowledge of mental health services, and use of those services. The Result of this study was that the students who were mentally distressed were more likely to know about and use services; however, some students who reported to be mentally distressed either did not know about services or knew about services but did not use them. Living off campus, being a male and having fewer years in college were the reasons behind less knowledge of campus mental health services. In addition, female sex and number of years in college were predictive of higher service use. With the high prevalence rates and severity of mental health problems, university mental health providers must continue to make strategic efforts to disseminate knowledge about mental health services to all students.

T. Tinklin, S Diddele, A. Wilson (2011) studied support for the students with mental health difficulties in higher education in student perspective. A massive expansion in student in higher education, coupled with an overall reduction in funding has led to higher staff- student ratio and reduction in the amount of staff time, available to support student. This article drawn on case studies of five students experiencing mental health difficulties, to provide insight into these issues form the students’ perspective. The student confirmed that aspect of the higher education environment has exacerbated their difficulties. An innovation model support is described. Traditionally interventions for student with mental
health difficulties have focus on individual levels. We argue that attention also needs to be paid to changing aspect of the environment and that this would improve the learning experience for all students.

Jane J. Mc. Loed, Ryotaro Uemura and Sawana Rhrman (2012) studied adolescent mental health, behavior problem and academic achievement. The purpose of this study is to find out which mental health and behavior problems have the strongest association with future academic achievement among adolescent independence of academic Aptitude and to find out which specific combination of problem are most consequential for achievement. A stratified sample of 80 high schools and 52 middle schools was selected for the study. From seventh to 12th grade students who attended those school were invited to participate in school survey (N=90,118). The socio demographic profile of sample highlights its representativeness. In this study regression models are used. Results demonstrate that the social consequences of mental health problems are not the inevitable result of diminished functional ability but rather reflect negative social responses. These results also encourage a broader perspective on mental health by demonstrating that behavior problems heighten the negative consequences of more tradition forms of distress.

Rob Hongaardt, Gro Froyen and Olay Tangvald-Pedersen (2013) studied on phenomenological pedagogy in higher education of mental health works; an example of Norway. The purpose of this study is to describe the use of phenomenological pedagogy in the higher education of mental workers. In this study phenomenological survey are used. Qualitative research method is used. In this article researcher explained the importance of mental health of student in higher education. The mental health field is an immensely complex professional field. To create access, the conventional education of mental health
professionals categorizes the field according to traditional professional boundaries. Such personal experience is privileged in pedagogy based on George’s descriptive phenomenological method. Students learn systematically to describe a mental health phenomenon of their interest and reflect on this using each other’s professional insights as well as relevant research literatures. Phenomenological theory of adult development explains how this is repeated several times in curriculum. Kegan’s subject-object theory of adult development explains how this repetition may support transformation of insight in rather than an accumulation of information about mental health work.

Jennie C. Robertson (2013) studied self-concept, school satisfaction for advanced high school learners enrolled in two challenging academic setting. The purpose of this study was to compare the effective diversity and levels of selected self-concept factor related to SWB in advanced high school learners in two challenging school settings. Then comparing these two groups of students with general population samples and also comparing their attitude towards school as an estimate of school satisfaction between two advanced academic programs (public academic partial-day Governor’s school and AP courses with in regular public high school). On average, self-concept appeared adequate to strong and the two groups were similar in self-esteem however, in the regular school setting academic self-perception was stronger for the Governor’s school group. On an average, females in the total sample had lower freedom from anxiety score than the males and more expressed frequent worry than a comparison standardization group. They also on average, were most satisfied with the Governor’s school than regular high school advanced students were with their schools.
Amar Abdull Kareem and Khuan Wai Bing (2014) studied management intervention in a higher education institution for the improvement of student well-being. This study focused on student’s well-being in higher education. Higher education institutions worldwide are competing for students by providing unique learning and well-being services to the students. However, campus service often cannot cope with increasing demand for counseling or other forms of well-being treatment with the increased number of students in their campus. The case will explore the University management’s interventions towards a student who attempts suicide, injures himself or injures others. This case in future offers crucial points for providing awareness and the management of student’s well-being in university campus.

Young- Jin Lim (2014) studied psychometric characteristics of the Korean mental health continuum short form in an Adolescent sample. The purpose of this study was to examine the factorial structure internal consistency, test retest reliability and convergent/discriminate validity of a Korean version of the mental health continuum short form (K-MHC-SF) a newly development self-report scale for positive mental health assessment, in a sample of South Korean adolescents.

The Korean sample comprised of 547 high school students (57% were female ranging between age from 14-17 years (Mean age= 16.08 years, SD=0.34). Confirmatory factor analysis revealed that the K-MHC-SF replicated the three facto structure of emotional. Psychological and social well-being found in earlier studies revealed another confirmatory factor analysis which supported the correlated two factor model of mental health and mental disorder.
The internal consistency of the overall K-MHC-SF was 9%. The score on the K-MHC-SF significantly correlated with a measure of life satisfaction \((\rho = .58)\) and measure of self-esteem \((\rho = .57)\). In addition, the attempt at categorical satisfaction revealed that 11.7% in the category of positive mental health, characterizing and 13.0% were in the category of positive mental health, described as languishing. The result of the present study suggested that the K-MHC-SF is a psychometrically sound instrument for measuring the three lower order dimensions of subjective well-being in University campus.

**Susan Antaramian (2015)** studied assessing psychological symptoms and well-being: an application of dual factor mental health model to understand college student’s performance. The purpose of this study was to investigate several dimensions of student engagement as well as GPA (Grade Point Averages), using to dual-factor model to determine now student’s mental health related to their educational performance. Study participants included 561 undergraduate college students (63% Female). Approx 82% of participants were Caucasian, 8% were African American, 3% were Hispanic or Latina, 3% were Asian and 3% were from other racial group, the average age was 19.5 years. Although slightly higher percentage of freshmen and shop owners participated, otherwise the sample was representative of the university population. Result indicated that among student without clinical symptoms, those with high subjective well-being were more engaged in the college experience than their peers with low subjective well-being. Moreover, students with high well-being and low symptom had the highest grade point averages (GPAs) of all groups. These findings suggested that both the present of positive well-being and the absence of clinical symptoms are important in facilitating academic success.
2.2.3 STUDIES RELATED TO STRESS:

Ramamalini (1993) studied the academic stress, quality of family support and intelligence in a selected group of high school girl students. In this study it was found that high school girl students reported no significant relationship between them, but a significant correlation was found between academic stress and family support.

Reda Abouserie (1994) studied the sources and levels of stress in relation to locus of control and self esteem in University students. This study reported investigation into the sources and levels of stress in relation to locus of control and self esteem in University students. Two stress questionnaires (ASQ and LSQ) were used to assess students’ stress. The first deals with academic sources of stress, and the second assess the stress levels of student’s life. The achievement scale of the Multidimensional Multi-attribute Causality Scale (MMCS) was used to measure locus of control, and the Rosenberg Self Esteem Scale to assess students’ self esteem. The study sample consisted of 675 (202 males and 473 females) second-year undergraduate students. The results indicated that examination results were the highest causes of stress among students, followed by studying for exams, and the amount to learn, respectively. Results showed that 77.6% and 10.4% of the students fall into the moderate and serious stress categories, respectively, and that there were significant differences between females and males students in both academics and life stress, female students were more stressed than males. Results also indicated a significant positive correlation between locus of control and academic stress, suggesting that students with external beliefs are more stressed than those with internal. A significant negative
correlation between self esteem and both academic and life stress emerged, indicating that students with high self esteem are less stressed than are those with low.

**Ross, Shenon E., Niebling, Bradley C and Heckert, Teresa M. (1999)** studies about the sources of stress among the college students. In this study, the major sources of stress among college students were determined. The top five sources of stress included change in sleeping habits, vacations/ break and increased work load; implications of finding in creating stress management program. Another important factor to consider when studying stress is to explore which sources of stress are motivating and beneficial and which sources of stress are detrimental. It had been established that moderate amount of stress help motivate us and at times increase our performance. In conclusion results were suggestive as to the necessary components of a stress management program specific to the needs of college students. A better approach may be a use of a stress management workshop specifically geared to stressors encountered by college students.

**Edith Samuel (2005)** studied calculative stress and identity crises: South Asian in Canadian academy. The purpose of this study was to explore the psychological process of acculturative stress and identity crises in the lives of South Asian students in academics. This study was designed to explore and describe the educational experiences of South Asian student at a predominantly white Canadian University located in a small town. In this study, all 40 respondents were related in differing ways and belong to the majority and the minority cultures. Qualitative research legitimacy (Marshall, 1990) was conserved by (a) taped recording and detailed note of interview responses (b) content analysis of the responses (c) linking the research findings to theoretical perspectives and empirical studies
about the prevalence of acculturative stress in South Asian Student’s lives. The result of this study showed that acculturative stress and identity crises resulting from culture conflict pervade everyday university discourse and the social, emotional and cultural ethos of minority students. This inquiry unsettles the seemingly predetermined category of ‘South Asian students’ and considers how South Asian students experiences are couched in a series of disparaging discourses. The conflicts contradictions between the tradition culture back home and Canadian culture were noticeable. Futures world/ west and advanced/ backward were perceived to be divergent grouping.

Anna Zajacova, Scott M. Lynch and Thomas J. Espenshade (2005) studied self efficacy, stress and academic success in college. The purpose of this study was to examine the joint effect of two related social cognitive factor self-efficacy and stress on academic performance and retention for college freshmen and to examine three measure of academic success; first year cumulative grade and credits and retention in the second years. The participants in this study include 107 first semester fresh men who enrolled in college in the spring semester of 1997-1998 at one of the City University. Sample is representative of the incoming spring cohort. Sample included 37% of all incoming students. For this study, a survey instrument was developed to measure the level of academic self-efficacy and perceived stress associated with 27 collage related tasks. Both scales have high reliability and they are moderately negatively correlated. The internal reliability of both scales is high. Academic self-efficacy and stress are negatively correlated with the correlations between the pairs of tasks from each scale ranging from -0.27 to 0.71. It was found that all three measures of academic success, i.e., the first year cumulative GPA, number of earned credits and enrollment in the starting of the second year were positively
related to one another, even after controlling on students demographic background characteristics. The result suggested that academic self-efficacy is a more robust and consistent predictor than stress of academic success.

**David Robotham, & Claire Julian (2006)** studies Stress and the higher education student. They studied that the available research indicated that the prevalence of stress was increasing among students studying in higher education. Issues such as student retention and student progression were becoming increasingly important for all Universities. There are significant numbers of studies that have examined stress and this paper critically reviews the research and it also identifies several issues that has yet have not been explored. The paper also highlighted a number of key weaknesses in the current literature base. In previous studies there had been a focus on a quantitative approach, and research studies had been restricted for using as subjects individuals from a narrow range of disciplines. It is also suggested that there was a need to undertake longitudinal research to investigate individuals' stress experiences during the study period at university.

**Kulkarni (2006)** in his study found that rapid change of the modern working life is associated with increasing demands of learning new skills, need to adopt to new type of work, pressure of higher productivity and quality of work, time, pressure and hectic jobs are increasing stress among the work force. Further he added that privatization has ignited mergers, acquisitions and precarious employment which have critically effected the domestic industry.

**Elizabeth Hartney (2007)** studied about Strategies for the management of lecture stress in feedback tutorials. The purpose of this study was to find out the approaches to provide
students with feedback minimized lecture stress. The objective of this study was to look at lecture experiences of stress during feedback sessions, aiming to providing a better understanding to identify approaches for minimizing lecture stress with feedbacks. Findings indicated that negative expectations, student’s emotional challenges and lack of control were identified as lectures stressors and a variety of strategies gleaned from recent literature were found to be effective in minimizing lecture stress. Although shortcomings in the methodology of the study limit the generalize ability of findings the action research provided a useful starting point for thinking about the impact of feedback strategy on lecture stress.

Davod Putwain (2007) studied academic stress and anxiety in students; some Methodological considerations. The purpose of this study was to explore the issue of academic stress in school children and how it may affect emotional well-being. This article explores health and performance on school assessments the conceptual and methodological difficulties encountered when designing and conduction research in this area. Qualitative approach was used in this research and focus on a narrow range of subject group. There is a lack of precision in terminology used the term ‘stress’, ‘anxiety’ and worry are used interchangeably in the literature as if they referred to the phenomenon. Secondly it is not always clear in the literature what the term stress is referring to. In some cases, it was being used to refer to the properties of a stimulus (eg. an examination) and in other cases to the subjective experience of distress. Assuming a subjective experience of distress will necessarily follow from particular stimulus is problematic as it failed to account for the interpretation of that stimulus to the student involved. The usefulness of this approach is considered along with the potential advantages of alternative approaches.
Ruth Botwinik (Aug, 2007) studied dealing with teacher stress. Teaching is a stressful profession. The courses are many but solution are available to help the teaching cope. The author suggested thirteen practical suggestions to manage stress. The ability to manage stress is improved if a teacher is to thrive and survive on the job. Do not overstressed teacher about dropouts. Stick it out and this too shall pass.

David C. Flagel, Lisa A. Best and Aren C. Hunter (2007) studied perception of stress among students participation in Psychology Research; A Canadian survey. The purpose of this study was to determine the perception of stress by research participants in non-clinic setting. 101 introductory Psychology students completed a questionnaire that asked questions about their experiences with university research, over 88% of participants were enrolled in introductory psychology II. 92% had completed more than one research project and most had completed several research studies (M=4.47, SD=2.24). The perceptions of 101 student volunteers were examined to determine if they felt that research participation was stressful and if so, what components of the process caused their stress. They indicated that research partition was a valuable learning experience and the majority left no stress associated with participation. Stress was reported by some students due to concern about confidentiality and evaluation of their personal performance by others. In addition, the majority of students reported had no knowledge of the ethical review process.

Tawanada M. Greer (2008) studied the Racial and ethnic related stressors as predictors of perceived stress and academic performance for African students at a historically black college and University (HBCU). The purpose of this study was to determine whether racial and ethnic related stressors were associated with overall leaves of perceived stress and
academic performance among African American students at a historical black college and University (HBCU). The participants for this study consisted of 102 self-identified African American college students from HBCU located in Northern US. Participants were recruited from courses in introductory Psychology. Students in honors course were required to maintain a grade point average of 3.0 on a 4.0 scale. At this institution of the 102 participants in the sample, 72 were female (70%) and 30 were male (30%). The representation of undergraduate class level was relatively equal in his sample and consisted of freshmen (29%), sophomores (28%), juniors (19%) and senior (24%). Hierarchical regression analyses were used to test racial and ethnic related stressors and background (i.e. grade point average). The result of the regression analyses revealed that gender, age and scholastic aptitude test (SAT) scores were significant predictors of perceived stress. However, racial and ethnic-related stressors were the strongest predictors of perceived stress, over and above gender, age and SAT scores. In predicting academic performance, SAT score were the only significant predictors of this outcome.

Dharma Raj (2008) studied on computer anxiety, computer attitude and stress in Computer science among the rural and urban higher secondary school students. In this study it is investigated that there was a significant difference in the computer course achievement and the level of stress between rural and urban higher secondary school students. He found that the rural students have exhibited higher level of stress in the course compared to the urban locality students. He further found that extensive use of the laboratory in the computer have lowered the level of academic stress in moderate way.
David Robotham (April, 2008), studied stress among students of higher education. This article has two primary aims (a) It provides a critical review of previous studies into student stress (b) It identified several important issues that has not yet been explored and (c) The article highlighted limitations in the past and present literature base where there had been a concentration on a quantitative approach and focus narrow range of subject groups. Quantitative approach was used in this study. This is also needed to undertake longitudinal research to investigate individuals stress experiences during the period they study at University. A significance number of studies have examined students stress and they indicated that levels of stress were increasing among higher education student population. It has not been demonstrated that stress is a concept which is amenable to measurement. Overall the key ascertain here was that students stress has not offered a complete account and explanation of students stress experiences.

Jennifer Kohler Giancola, Matthew J. Grawitch, Dona Borchert (2009) studied Dealing with the stress of college. The purpose of the study was to test a comprehensive stress model that asserts appraisal (cognitive Evaluation) and coping as mediators between stressors/inter-role and psychosocial outcome. The objective of this study was to create a preliminary model that included the key pieces with the hope that additional variables will be added and tested at a later date. The sample consisted of 156 students whose age ranged between 20 to 56 years (M=36, SD=8.63) in all, 68% of the participants were women and 32% men. A demographic questionnaire was included to assess gender, ethnicity and race, course load, class level, employment status, tenure and level, marital status, first generation status, age, number of children, income and GPA, The general health questionnaire measure overall mental health and well-being.
The model predicted that positive and negative appraisals will predict specific adaptive and maladaptive coping behaviors. Adaptive coping result in positive outcome, whereas negative coping leads to negative outcomes. The result supported appraisal and coping as partial mediators with positive appraisal and adaptive coping having the hypothesized positive effects. Family school conflict and school work conflict and work stressors, in particular, emerge as key stressors, in particular, emerge as key stressors for adult students.

Christopher Mc. Carthy, Valerie Van Horn Kerne, Nicolina A. Calfa, Rechard G. Lumbert and Michele Guzman (2010) studied an exploration of school counseling demands and resources; relationship to stress, biographic and caseload characteristic. The purpose of this study was to use an adapted version of the CARD for school counselors to perceive their stress, biographic factors, caseload characteristic and their intention to remain in the field. Participants included 227 school counselors in private and public schools in the state of Texas. There were 204 females and 23 male’s experiences as a classroom teacher is generally required for public, school counselors in Texas and participants reported having been employed as teachers for approximately 11 years on an average. As school counselors for approximately 10 years (M=10.30, SD=7.67) the average reported student caseload was 441.36 (SD=246.98). The findings that school counselors who identified as a racial minority were more likely to be classified in the demand group needs to be addressed in future research. The perceived equality of work demanded and resources also assessed. School counselor classified in the higher demand group reported to have high stress, being less likely to remain in the profession for the
next year and having higher caseload percentages of students with disabilities lower academic performance and poor attendance.

**Serap Akgun and Joseph Clarrochi (2010)** studied Learned Resourcefulness Moderates the relationship between academic stress and academic performance. They studied that the people high in learned resourcefulness are purported to be better than others at controlling their negative emotions and managing stressful tasks. We hypothesized that highly resourceful students would be more effective than others at protecting themselves from the adverse effects of academic stress, and not allowing that stress to impact their grades. A sample of 141 first-year undergraduate students completed measures of academic stress and learned resourcefulness. Their first-year grade point averages were obtained from university records. Analyses revealed that academic stress was negatively associated with academic performance. As expected, this negative association was moderated by learned resourcefulness. High academic stress adversely influenced the grades of low resourceful students but had no effect on high resourceful students. We discussed the implications of these findings for improving academic performance.

**Lauri Dusselier, Brian Dunn, Yongyi Wang, Mack C Shelly H and Donald F Whalen (2010)** studied on Personal, Health, Academic and environmental Predictors of Stress for Residence Hall students. The authors studied contributors to stress among undergraduate residence hall students at Midwestern Land Grant university using a 76-item survey consisting of personal, health, academic, and environmental question and qualitative question asking what thing stressed them the most, of 964 students selected at random, 462 (48%) responded to the survey. The authors weighted data to reflect the overall
university-wide undergraduate population (55% men, 12% minority or international and 25% freshmen). Women and US citizens experienced greater stress than men and non-US citizen, respectively. Frequency of experiencing chronic illness, depression, anxiety disorder, seasonal affective disorder, mononucleosis, and sleep difficulties were significant stress predictors. Although use of alcohol was a positive predictor, drug used was a negative predictor of stress. Both a conflict and a satisfactory relationship with a roommate, as well as a conflict with a faculty or staff member, were also significant predictors of stress.

Vivek B. Waghachavare, Girish B. Dhumale, Yugantara R. Kandam, and Alka D. Gore (2010) studied stress among students of professional colleges from urban areas in India. They studied that the various studies across the globe have emphasized that student undertaking professional courses, such as medical and dental studies, are subject to higher stress. Excessive stress could lead to psychological problems like depression anxiety. The objective of the study was to assess stress among students of various professional colleges and its association with various academic, social and health related factors. This cross-sectional study was conducted from September 2011 to February 2012 among students of medical, dental and engineering colleges from the urban area of Sangli district, Maharashtra, India using a convenient sampling technique. The calculated total sample size was 1,200. A pretested self-administered questionnaire was used for the data collection. Analysis was done using percentage, the chi-square test, binary logistic regression and multinomial logistic regression. Out of the 1,224 respondents, 299 (24.4%) experienced stress. Among them 115 (38.5%), 102 (34.1%) and 82 (27.4%) were dental, medical and engineering students, respectively. There was a statistically significant
association between stress and the field of education. Stress was observed in 187 (27.7%) females and 112 (20.4%) males; the association with gender was statistically significant. By applying binary logistic regression, medical studies, health and lifestyle factors and academic factors were the significant symptoms for stress.

Lauri Dusselier, Brian Dunn, Yongyi Wang, Mack C Shelley II and Donald F Whalen (2010) studied personal, health, academic, and Environmental Predictors of Stress for Residence Hall Students The authors study contributed to stress among undergraduate Residence Hall Students at Midwestern, Land Grant university using a 76-item survey consisting of personal, health, academic, and environmental questions and qualitative question asking what thing stressed them the most. Of 964 students selected at random, 462 (48%) responded to the survey. The authors weighted data to reflect the overall University-wide undergraduate population (55% men, 12% minority or international, and 25% freshmen). Women and US citizens experienced greater stress than men and non-US citizens, respectively. Frequency of experiencing chronic illness, depression, anxiety disorder, seasonal affective disorder, mononucleosis, and sleep difficulties were significant stress predictors. Although the use of alcohol a positive predictor, but the drug used was a negative predictor of stress. Both conflict relationships with a roommate, as well as a conflict with a faculty or staff member, were also significant predictors of stress.

Judith A. Myers-Walls, Larissa V. Frias. Kyong- Ah kwon & Tingu (2011) studied living life in two worlds; acculturative stress among Asian International graduate students parents and spouses. The purpose of this study was to look into the lives and acculturative stressors of Asian International graduate students and to examine in depth whose families made meaning of their experiences. This research study explored the adjustment and
parenting of Asian international students and their spouses who were living with children. Participants were selected using purposeful sampling and then using snowball technique and the unique eligibility requirements for participants. 31 Asian international graduate students or spouses who had at least one child participated in the study. The qualitative data analysis used a phenomenological approach to identify and describe the subjective experience of participants. The result is found that the entire participant group shared some stressors but some groups as group of male students and non-students spouses experienced unique stressors. By taking a qualitative approach and focusing on both kind of students and their spouses, this study found some new result. These include the feeling of being overwhelmed and marital status. The results from the female students warrant some exploration. They reported less variety in the stressors they experienced and there were no unique stressors reported by that group alone.

Gregorj E, Harris (2011) studied individual stress management coursework in Canadian teacher preparation programs. The purpose of this study was to determine how many Universities offering teacher preparation degrees made coursework available and the secondary purpose was to prepare curriculum framework for the development of such course in teacher preparation program. Data was taken from the course calendar/ websites. The first step involved identifying all Canadian Universities and colleges. The second step involved identifying the subject of universities and colleges that offered teacher preparation programs. The third step included an examination of academic course calendars and Universities offered course work in the area of individual stress management. In the end of the study found, the author presented a curriculum framework for the development of a course focused on individual stress management pre-service
teachers as a means to facilitate increased availability of such course work in Canadian Teacher preparation programs potential area of future research are presented.

Reda Salamonm, Elizabeth I. Jonson, Joel Swendson (2011) studied daily life mechanisms of stress spill-over among early adolescents experiencing academic difficulty. The purpose of this study was to describe the nature of social academic spill-over in a sample of early adolescents, to test the mediating role of state affect, and to explore the mediating roles of gender, prior academic performance and mood disturbances. A part of a large study of academic performance and daily life behaviors, 131 junior high school students experiencing academic difficulty (n=65) or success (n=66) participated in this study. The age of the sample was 11.11 years (SD=0.62) and was comprised of 54% females. The two academic performance groups did not differ by sex (1, N=131)=0.61, P<.05 or type of school (regular or education priority), (1, N=131)= 3.36, P<.05, but students experiencing academic difficulty were, t(129)=3.91, p<.01 and more lagging behind for their age 2(1, N=131)= 37.82, P<.01. Spill-over was observed between family events and school related events as well as between family and lecture events. These associations remained significant while controlling immediate mood responses, suggesting that state effect did not play salient mediating role. There was no evidence that spillover was moderated by academic difficulty, anxiety, depression or gender. Result were discussed in terms of the role that emotional processes might play in spillover phenomena as well as the reciprocal influence that academic and non-academic events might exert each other.

Carolyn Ellis (spring, 2011) studied Jumping and runaway train of success; stress and committed intensity in an academic life. This story described a seasoned professor’s attempts to take stock of her academic life. The main voice is of the professor who lived,
worked and considered what she cared about. The cacophony of other sound came from the questioning voice inside her head, blended with the imaginative voices of her dogs Zen and Buddha and the real voice of her colleagues and her partner. The author examined the ups and down of her academic life and how stress, interruption, earning and committed intensity play out. She provided her story as a revision of the view about how researcher wanted to live and also to stimulate readers to reflect on their own lives.

**Dennis W. Greedon (March, 2011)** studied Flight the stress of Urban education with Arts. In this paper author described the value of art in human life. It can be said that the art not only built our brain but also it insulates us from stressful urban environments. Stress is bad for children. It’s associated with health problems, school failures and youth delinquency. The art can help children to reduce and manage their stress. The arts can be especially important in inner city where neighborhoods play by violence and where the resulting stress can be particularly damaging to children. Art based educational programs also have had striking successful with disadvantaged populations, especially at risk and incarcerated youth. The arts contribute to lower recidivism rates, increases self-esteem, the acquisition of job skills and the development of much needed creative thinking. Integrating arts-based creative processes with teaching and learning will enhance student’s mastery over critical content and it also supports the emotional and physical needs of children. In short, all the children and especially, urban children need the arts if they are to thrive and blossom to their full potentials.

**Colleen S. Conley, Lea V. Travers & Fred B. Bryant (2012)** studied Promoting Psychosocial Adjustment and Stress Management in First-Year College Students: The
Benefits of Engagement in a Psychosocial Wellness Seminar. This research evaluated the effectiveness of a psychosocial wellness seminar for first-year college students, from 2009 to 2011, using an 8-month prospective quasi-experimental design. Furthermore, specific aspects of intervention engagement (attendance and student-rated skills practice, but not didactic mastery or facilitator-rated skills practice) differentially predicted beneficial outcomes: (1) psychosocial adjustment (increases in psychosocial well-being, decreases in psychological distress), after adjusting for baseline levels of these outcomes; (2) college-related stress management (lower college-related stress, greater adaptation to college); and (3) perceived improvements in psychosocial adjustment and stress management. This research indicated promising avenues for programmatic efforts to promote psychosocial adjustment and stress management in college students, during this critical developmental juncture.

Shannon M. Suldo and Elizabeth Shaunessy-Dedrick (2013) studied Changes in stress and psychological adjustment during the translation to high school among freshmen in Accelerated curriculum. The current study examined the pre-existing level of stress; mental health problems and psychological wellness of student who matriculate into high school through on IB track program of study or general education curricula. The objective of this study to determine whether students who enter IB programs start with higher stress in comparison with their incoming ninth-grade peers perusing general education curriculum and to find out level of general internalizing and externalizing symptoms. A total number of 134 students from public high school in a southern state participated. At the time of the initial summer data collection, participants within age group 13 to 15 (m=14.43, SD=42)
were selected but average age was increased to 14.82 (SD=42) during the fall follow-up data collection. Chi-square analysis is used in this study.

Result indicated that ninth grade students in the IB program reported more perceived stress than students in general education at levels higher than what was presented before the students began high school. Despite this increase in stress, the psychological functioning (life satisfaction, psychopathology and social anxiety) of IB students was statistically similar or superior to the mental health indicators reported by their peer in general education. The main effects of time, gender and academic program were also discussed in the context of prior research on students’ adjustment during transition of higher school.

Shannon M. Suldo, Robert F. Dedric. Elizabeth Shaunessy-Dedrick and John Ferron (2013) studied Development and Initial variation of the student rating of environmental stressors Scale: Stressors faced by students in accelerated high school curricula. The purpose of this study was to create on item pool that the wide range of stresses and major events faced by high school students pursuing two accelerated curricula AP and IB as reported by students and observed by teachers and parents and to administer this item pool and a battery of related instruments to a separated sample of 727 AP/IB students to provide initial validation of stress and the resulting stress factor scores were then examined in relation to (a) alternate measures of stress (b) academic and psychological outcomes. Students, parents and educators from six high schools in three large public schools from Florida were selected. Items were derived from sentiments expressed during focus and individual interviews with 47 teachers. Multiple iterations of expert review and item
analysis focusing on conceptual clarity and comprehensiveness resulted in 75 items reflecting stressors domains, including school, home and peers.

High school students in AP or IB (N=27) completed the 75 item inventory exploratory factor analyses and additional item review indicated a five factor solution with 32 items. Cornbrach’s alpha reliabilities ranged from .67 to .88. Five additional items representing a composite of major life events also were included. The five factors and major life events composite had test-result reliabilities greater than .70. These score were related to multiple conceptualization of stress as well as academic outcomes (GPA and Attendance) and mental health (life satisfaction and anxiety), thus supporting the construct validity of the stress scores. Further support for the five factor structure of the stress were provided by result of a confirmatory factor analysis (standardized root mean square residual =.051, root mean square error sample of 2.193 AP and IB students. student were asked to mark the level of anxiety they experienced on a five point scale.

Shana Madhyastha, K.S. Latha & Asha kamth (2014) studied the stress, coping and gender differences in third year medical students. The purpose of this study was to estimate the prevalence of stress and examining gender differences in stress experiencing and coping by the third year medical students. Prevalence of stress was examined by using a profession specific measure. The participants were 94 third year medical students belonging to a medical college. Purposive sampling method was used to recruit the student of the study. A cross sectional study design was adapted for the study. Gender was almost equally distributed with 48 male and 46 female students. All students reported stress and majority experienced stress to a moderate degree (50.5%).  Academic performance and professional identity issues were two greatest concerns. Female students had more
academic performance stress. Among coping strategies, support seeking (problem focused) and emotional support seeking (emotional seeking) in comparison to males. Humors, a positive emotion focused strategy and self-blame, a mal-adaptive strategy were used more by males. The findings pointed towards the crucial need for stress management programs and coping skills training to help medical students manage stress and enhance positive coping strategies.

Rebecca K. Grady, Rachel La Touche, Jamie Oslawski-Lopaz, Alyssa Powers and Kristina Simacek (2014) studied Betwixt and Between: the Social position and Stress experiences of Graduate students. The purpose of this study was to learn more about the graduate student population’s mental health experiences. This study included 17 graduates who represented various Master’s and Doctoral programs throughout the university. The focus group data was coded analyzed using Atlas Ti qualitative analysis software. Participants were selected through graduate e-mail list service and recruitment flyers posted on campus. Our findings suggested that Master’s and Doctoral students have unique mental health concerns related to their roles and social positions as graduate students. Major institutional sources of stress included mentor relationship, isolation and funding.

Chaudhary, Pragyan (2015) studied the Stress management in Higher education: A spiritual perspective. In this study they focused on the role of stress management in higher education. This paper attempted to study the problem of stress and stress management in light of spiritual perspective, which dwells on the nation of integral unity of mankind and self-development. It tried to delineate the physical, mental and vital plans of human being whose inter-relationship determined the status of health, behavior, thinking etc.
central focus of this study was to aim, stress management by self-realization of anomalies and abnormalities of human nature and suggest corrective measures for lasting peace, harmony, happiness and longevity.

**Khan, Shaheen F. (2015)** studied the Innovative methods to ensure stress free education. In this paper they focused on various methods of teaching and learning which reduced the stress and tension. In present time children grow with a lot of stress and tension due to ever growing burden of educational syllabus. Obsolete pattern of examination also contributes in making them tension ridden. Parents also share their portion of blame in making the children stressed and stained. They do not allow them to resort to games and physical activities like running behind butterfly. This study discussed the teaching techniques and strategies which a teacher can resort to for minimizing tension among his student.

### 2.3 CONCLUSION OF THE STUDY:

A brief account of preceding studies leads to the conclusion that research in the field of Attitude in the field of higher education and in general study are so many. Many studies were found on the Attitude related to students in the area of higher education specially. Most of studies were conducted on the attitude of Undergraduate and Postgraduate students towards the research. A critical analysis of the above mentioned studies gave rise to certain substantive inquiries which need to be highlighted and addressed for the sake of further investigation. Most of the studies were conducted abroad. In the area of research attitude, it has come in light that research studies found contrary and mixed results. Most of the study was conducted on the students studying in M.A. M.Sc. and M. Phil. students. Also in the area of stress, it has come in picture that research studies were found contrary
and with mixed results. Many researches were conducted in relation to academic environment and academic achievement. In this field, many studies were found in the area of higher studies specially, over the students who were enrolled in any college. In the area of mental health, the result of the research studies were found contrary and also mixed types. Many studies were conducted on the students of higher education in various aspects like personality development, counseling and future development. Thus, the present study is different from the previous studies already undertaken in the field of attitude towards research, stress and mental health as none study is conducted on the research scholars who are related to higher education. According to this review, there is no study on the research scholars with the aspect of attitude towards research, mental health and stress. The review of studies highlighted the need for such a study in the light of inconclusive and conflicting findings. It was noticed by the researcher that the works so far done in these areas in India are inadequate and so, the area needs further exploration, especially. The review throws light on the methods of data collection, research design, tool construction, standardization and the use of statistical tools for analyzing data, which helped the researcher in developing appropriate methodology for the present investigation.