Chapter 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the works which have already been done in the same area. A summary of the writings of recognized authorities and of previous research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestion for significant investigation.

Citing studies that show substantial agreement and those that seem to present conflicting conclusions help to sharpen and define understanding of existing knowledge in the problem area, provides a background for the research project and makes the investigator aware of the status of the issue.

Capitalizing on the reviews of expert researches can be fruitful in providing helpful ideas and suggestion. While though review articles that summarise related studies are useful they do not provide a satisfactory substitute for an independent research. It is one of the first steps in the research processes. It is a valuable guide to select the problem, to recognize its significance, to suggest promising data gathering devices, to appropriate study designs and sources of data for effective analysis and to arrive at fruit conclusions.
Even though the search for related literature is time consuming, it is necessary, for good research work. Hence, this chapter, review of related literature, is meant for the study of literature related to the attitude and stress of prospective teachers.

2.1 Review of the Studies on attitudes of Prospective Teachers


All the ninety teacher-trainees enrolled in the L.T.course (general) of the government and Central Pedagogical Institute, Allahabad, during the 1980-81 session, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for findings the attitude of the teacher-trainees towards teaching. Their academic achievement was taken from the entrance records in the L.T. Course. Product movement correlation was computed between the academic achievement score and the score for the attitude towards teaching.

The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

2.1.2. PAIKARAY, G.S, in 1981, made – a comparison of different types of feedback in micro teaching upon teaching competence and attitude towards teaching of student-teachers.

The pretest and post test parallel group design was used in this experiment. There was one control group consisting of ten student-teachers who were trained by the traditional training method and six
experimental groups having ten student-teachers in each group who were trained by the microteaching method. The control group received feedback by the traditional method while each experimental group received a different type of feed-back provided by supervisor, peers, audio tape. Supervisor and peers, peers and audio tape and supervisor and audiotape. A stratified random sampling procedure was followed to form seven matched groups on the basis of their intelligence, attitude, age, sex, qualification and previous teaching experience. Cattell’s culture fair Test scale 3, Form A and Ahluwalia’s Teacher Attitude Inventory were used for description of the sample while teaching competence scale was used for the criterion measure.

Some of the findings of the study were:

1. The means of the four experimental groups that were provided feedback by the supervisor, supervisor and peer, peer and audiotape, and supervisor and audiotape differed. Significantly at 0.01 level from the mean of the control group. But there was no significant difference between the mean of the control group and the other two experimental groups that were provided feedback by both the peers and audiotape was much more effective than the feedback by peer or audiotape only.

2. The means of the experimental groups had two distinct trends. The means of the groups that were provided peer feedback and audiotape feedback were of one type and the other groups were of another type. The means of latter groups are distinctly higher than those of the former groups. When any of the means of the former groups was compared
with any of the means of the latter groups, the differences between the means became significant but when the means of the former or the latter groups were compared between themselves no significant difference was noticed.

3. Analysis of the gain scores for teaching skills only gave the same result except in one case where the means of the control group and the experimental group with audiotape feedback differed significantly at 0.05 level for 5 scores of the teaching skills only. However, this departure was a favourable one as regards the experiment.

4. Analysis of attitude scores for each of the seven groups involved in the experiment by the difference method as well as by the sign test method for paired observations indicated that for five groups the change was significant while for two groups, i.e. the control group and audiotape feedback group, it was not.

5. Analysis of teaching competence scores and attitude scores indicated that greater teaching competence and more favourable attitude towards teaching in most cases were associated with the supervisor’s presence in the groups. The supervisor’s role emerged as a very important factor in a microteaching setting.

2.1.3. DUTT, R. in 1983, did a study of social cohesion in the elementary teacher training institutions and its relationships with attitude and adjustment of student – teachers.

Out of 185 elementary teacher training institutions, 45 institutions were selected as the sample of the study. All teacher-educators and final
year student teachers in the selected teacher training institutions were covered. The tools used in the study to collect data were: Student teacher adjustment inventory developed by the investigator, Attitude of student teachers towards institution developed by the investigator, Teacher Attitude inventory by Ahulwalia and socio-economic status scale questionnaire by Kapoor and Singh. The t-Test, was employed to test the significance of difference between the means of two extreme groups of institutions.

The major findings of the study are:

a. High correlations between the social cohesion components, Viz1 = PA, EGW, CWG, EDGR, LSDM and the total social cohesion score contributed to the total score.

b. Correlations between adjustment components (teaching, peers, teacher, institution and total) and attitude components (ATI, ATP, ACT, ACCP, AEP, AP, ATR and ATS) were significant.

c. In the male teacher training institutions, most of the significant correlations were concentrated between the social cohesion components and the attitude variables. The social cohesion scores on CWG, LSDM and the student teachers attitude towards the teaching profession, had negative correlations.

d. In the female teacher training institutions most of the significant correlations were concentrated between the social cohesion components and the adjustment variables. The correlation between the social cohesion scores on CWG and the student teachers adjustment scores on
teaching was significant at 0.05 level. CWG had negative correlation with adjustment to the peers.

e. The differences between the mean scores regarding the adjustment towards teaching and teachers were significant in the groups of institutions with high and low social cohesion.

f. The differences between the mean scores regarding the attitude towards pupils and institutions were significant in the groups of institutions with high and low social cohesion.

2.1.4. PATIL, G.G., in 1984 conducted, a differential study of Intelligence, Interest and Attitude of the B.Ed college students as contributory factors towards their achievements in the compulsory subjects.

The total sample was of 500 pupil-teachers, both male and female, experienced and inexperienced, and graduate and post graduate pupil teachers of colleges of education affiliated to Nagpur University. The tools used were the P S M Verbal Intelligence Test by Dani, Teacher Attitude Inventory by Ahluwalia, and Interest Inventory adopted from the Devon interest inventory.

The major findings were :

i. There was no significant difference between the achievements of male and female, graduate and post graduate, and inexperienced and experienced pupil –teachers in four compulsory subjects.

ii. There was a significant difference between the scores of male and female and inexperienced and experienced pupil-teachers in respect of
intelligence but no significant difference in intelligence was found between graduate and post graduate teachers.

iii. Male and experienced pupil-teachers appeared more intelligent than female and experienced pupil–teachers.

iv. In the case of interest, there was a significant difference between male and female and in experienced and experienced pupil-teachers. Female and experienced pupil-teachers were more interested in teaching than male and inexperienced pupil-teachers. But there was no significant difference between graduate and post graduate pupil-teachers.

v. There was a significant difference between the scores of male and female, inexperienced and experienced pupil-teachers regarding attitude. Female pupil–teachers had a more favorable attitude than male pupil–teachers; experience played a great role in the development of a favourable attitude towards the teaching profession. But it seemed that there was no significant difference between graduate and post graduate pupil-teachers regarding attitude towards the teaching profession.

vi. The correlations between intelligence and achievement ($r=0.31$) interest and achievement ($r=0.11$) and attitude and achievement ($r=0.16$) were positive and significant at .01 and 0.05 level of significance. The correlation between intelligence and achievement was higher than the correlation between interest and achievement and also that between attitude and achievement.
2.1.5. UPADHYAY B. 1984, made a comparative study of the attitude, value and motivation of the pupil teachers of Samparananad Sanskrit Vishwa Vidyalaya and other Universities of Uttar Pradesh.

The study conducted on a sample of 200 teacher trainees following the survey method. The Sample consisted of 60 subjects from Sampurnanad Sanskrit University and 140 subjects from other universities of U.P. The data were collected with the help of Ahluwalia’s Teacher Attitude Inventory, Kulshrestha’s Hindi Adaptation of Allport Vernon’s study of values and Tripathi’s motivation Test.

The Findings were the following

1. Sanskrit University teacher trainees were significantly higher on the motivational dimensions of acquisition, egoism, humility and tolerance in comparison to their counterparts in other Universities of U.P.

2. Teacher trainees of Sanskrit University had a significantly higher positive Attitude towards the teaching profession than the teacher – trainees of other Universities.

2.1.6. MEHTA R D, in 1985, conducted, an investigation into the change in the attitudes and values of teacher trainees with respect to some of their personality variables.

The study followed a pre-test, post-test experimental design. The treatment consisted of a one year teacher training programme as organized by the Department of Education, Delhi University. A sample of 375 students was selected from two consecutive sessions(1981-82 and 1982-
of BEd Students of the department of Education, Delhi University. A sample of 184 students selected from the session 1981-82 and 193 students from session 1982-83. These sample subjects were administered the following tools: (i) The teacher Attitude inventory (ii) the Value Scale having six areas viz., theoretical, economic, aesthetic, social, political and religious values, and (iii) Eysenck’s Personality Questionnaire, the data so collected were analyzed with the help of correlation and a three – way factorial design (3 x 3 x 3) of analysis of variance. The three levels of the three independent variables, extraversion, psychoticism and neuroticism, were found on the basis of low (lowest 25 percent) middle (middle 50 percent) and high (upper 25 percent) individuals of the sample subjects.

Findings of the study were:

1. The impact of the teacher training programme in the CTE (Department of Education) was such that a significant positive change in attitudes towards teaching took place in all the subgroups of subjects, and the maximum positive change took place in the sub-group of high extraversion with low psychoticism and low neuroticism.

2. The interaction effect of extraversion, psychoticism and neuroticism was non – significant in producing any significant change in the said attitudes, viz, attitude towards child control, attitude towards classroom discipline, attitude towards classroom instruction and attitude towards teacher – pupil relation.
3. The impact of the teacher training programme was such that theoretical, aesthetic and political values changed negatively as a result of the effect of extraversion psychoticism and neuroticism.

2.1.7 RAO R.B. in 1986, studied, Inter-relationship of Values, Adjustment and Teaching –Attitude of Pupil-Teachers at various Levels of Socio-Economic Status.

The Sample consisted of 500 pupil-teachers (367 male and 133 female) of the B.Ed class, randomly selected from ten affiliated colleges, having B.Ed classes, of Avadh University. The tools of the study were: the Personal Values Questionnaire (PVQ) by Sherry and Verma, Adjustment Inventory for College Students(AICS) by Sinha and Singh, the Teacher Attitude Inventory(TAI) by Ahluwalia, and the Socio-economic Status Scale(SESS) by Kuppuswamy.

The Findings of the study were:

1. The factors that emerged out of factor analysis of five adjustment, six attitude and ten value variables in order of merit were Adjustment, Attitude, Citizenship, Aesthetic, Health and Hedonistic.

2. Co relational inferences indicated that adequate EDAD tended to help very significantly the adjustment in other areas. Its inadequacy impaired sound attitudes and knowledge value significantly.

3. In total and upper-lower SES groups the MPT’s had a significantly favourable attitude towards teaching profession. In all SES groups the mean-differences were not significant.
4. No significant sex differences were observed in attitude towards classroom teaching (ATCT). The upper SES group had significantly more favourable attitude than the lower middle SES group in this context.

2.1.8. Budhisagar, Meena and Samsanwal, D N, in 1991, studied, the achievement of B.Ed. students: Effect of treatment, intelligence, attitude towards leaving profession and their interactions. The tools used included Raven’s Advanced Progressive Matrices and the Attitude Scale of Katti and Banner. The data were analysed using ANOVA of unequal cell-size.

Major Findings were the following:

1. The mean achievement scores of the students belonging to the three treatment groups differed significantly.

2. AOM was found to be superior to PLM in terms of achievements of the students.

3. The PLM Group was found to be significantly more effective as compared to the TM Group.

4. The AOM Group was found to be significantly more effective as compared to the TM Group.

5. The instructional material based on AOM was found to be significantly superior to that based on the operant conditioning model and the Traditional method.

Sample comprised of 600 secondary school pupil – teachers.

Tools used for the study – Test of Creative thinking, personal values questionnaire of Sherry and Verma, Adjustment inventory of Sinha and Singh and teacher attitude inventory of Ahulwaila.

*Findings of the study:* the result indicated that the male and female differed significantly with respect to their attitude towards teaching.


Sample comprised of the study 40 students.

Tool used for the study – Teacher attitude scale of J.C. Goyal.

*Findings:*

1. Students taking admission to the B.Ed, programme had favourable attitude towards the teaching profession.

2. Data further reveal that attitude became more favourable as mean score shows at the end of the programme.

3. It can be inferred that teacher education palsy significant role in developing favourable attitude of student teachers towards the teaching profession.
4. Qualification and marital status had no significant relationship with change in attitude towards teaching profession.

2.1.11. Santwana G. Mishra, in 2007, studied Teaching Attitude Score as a Criterion for Admission in Colleges of Education. The study was essentially a survey, and the instrument of data collection was the Teacher Attitude Inventory (TAI) by Ahluwalia. For this study the researcher had selected 94 teacher trainees of colleges affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

Findings:

1. A strong linear relationship exists between the TAI score with Academic score and CET score of the trainee teachers, as the coefficient of correlation was 0.664.

2. There is negative correlation between TAI score and academic score. Attitude score has no relationship with the gender (Male/Female), qualification (Graduation/Post graduation) and geographical location (Urban/Rural) of trainee teachers.


Sample comprised of the study was 892 B.Ed. students.

Tools used for the study were Group test of intelligence by Nair and Anandavalliamma, 1976, Achievement Test, Home Environment
Questionnaire by Hurugeswari (1993) and Attitude towards teaching profession by the investigator (2007).

Major finding of the study was male and female students differ significantly in their attitude towards teaching.

2.1.13. Shubhra Mangal, in 2008, conducted a study on course related motivation and job-related attitude of student teachers.

Sample comprised of the study was 150 women student teachers.

Tools used for the study – Motivation scale – Nayak (1986) and Attitude Scale – Nayak (1986).

Major findings for the study

1. Women student teachers were found superior to men student teachers in their attitude disposition towards teaching in two levels of qualification.

2. It was found attitude towards teaching profession increases with concomitant increase in the level of qualification.

2.1.14. A. Raghu, S. Mahender Reddy, in 2008, studied the Attitude of Student Teachers towards Microteaching. The sample is 110 student teachers from government and private teacher training institutions. Incidental sampling technique was used to draw the sample that comprised 57 male and 53 female candidates with 70 from government and 40 from private teacher-training institutions, normative survey method was adopted. The tool used was “Attitude Scale” developed by Dr. Bishnu Chandhasdas and Basasnth Gogai (1999).
Findings: 1) there is no significant difference between male and female student-teachers with regard to their attitude towards microteaching. 2) It is found that there is no significant difference between the government and private male student-teachers with regard to their attitude towards microteaching and 3) there is no significant difference between private female and government female student-teachers with regard to their attitude towards microteaching.

2.1.15. Parveen sulthana, in 2008, Attitudes and Adjustment of Prospective Teachers, Towards their Professional Training.

Samples were used a stratified random sample of three hundred prospective teachers. The tool used were as the present study happened to be descriptive survey, the tool used by the researcher was a questionnaire.

Major findings of the study were:

1. Prospective teachers are found to have most favorable attitude.

2. It is noteworthy to find that half of the sample of prospective teachers are having more favorable attitude towards teacher training, internship, curriculum and project works and none is found to be having less favourable and least favorable attitudes towards their professional training.

3. It is found that among various included under the attitude towards professional training the highest percentage of mean denotes that the attitude towards teaching profession are comparatively more favorable than the other areas. It is followed by attitude towards project work,
then attitude towards teaching practices, then attitude towards teaching practices, then attitude towards co-curricular activities. Least favourable attitude is towards evaluation aspect and curricular activities. The most noteworthy feature is that the prospective teachers have more favourable attitudes in all the six areas without exception.

4. Attitudes of prospective teachers have not significantly varied with regard to gender, subject background, socio-economic background and area to which they belong.

2.1.16. Dr. Sunitha Badola, in 2010, studied, IGNOU (B.Ed.) Teacher Trainees Attitude towards Awareness of the Fundamental Rights of Secondary school Students. For conducting the present study, the investigator used the survey method of descriptive research. 100 IGNOU (B.Ed.) teacher trainees were selected randomly from one hundred first year and second year IGNOU (B.Ed.) teacher trainees. A self constructed questionnaire was used to identify the awareness of fundamental rights and duties among IGNOU (B.Ed.) teacher trainees.

Findings of the study were; there is no Significant Difference between male and female IGNOU (B.Ed.) teacher trainees awareness attitude towards fundamental rights on the dimension of two types of general duties. They were not interested in taking extra pains to pay attention towards the students.

2.1.17. Dr. Mrunalini, T. & B. Sankaraih, in 2010, studied the Attitudes and Reflections of Prospective Teachers on Environmental Concerns. The sample was of 90 prospective teachers, Tool used for the
study was a self constructed attitude scale. An open ended questions were added to know the action plans and reflections.

*The major findings were:*

1. Moderate age group (35.1%) students showed higher positive attitude towards environmental concerns.

2. Most of the male (40.11%) showed moderate positive attitude towards environmental concerns.

3. Both PG (40%) and graduate (45.96%) students showed moderate positive attitude towards environmental concerns.

4. Most of the rural students showed moderately positive attitude whereas most of the urban students showed high attitude towards environmental concerns.

2.1.18. *R.Sahaya Mary, Dr. Manorama Samuel.* in 2011, *Relationship between Attitude of the B.Ed Student- Teachers towards Teaching and Academic Achievement."

*Sample*: Availability of the resources and the feasibility of the study 336 B.Ed student-teachers were selected from five Colleges of Education in Chennai. They were drawn by applying stratified random sampling technique.

*Tool*: The Investigator used proforma and Attitude towards teaching scale. Besides, the investigators constructed a five-point scale.
Findings:

Regarding the attitude towards teaching of the student-teachers and gender, the findings of the study show that there is a significant difference between the female student-teachers (158.37) and their male (156.61) counterparts. The findings of the study show that there is significant difference between the female student-teachers (74.18) and the male (71.76) student-teachers—comparing the performance in theory and practical of the student-teachers.

Pertaining to the overall Mean scores of attitude towards teaching and the entry into the college, the results of the study reveal that there is no significant difference between the student-teachers coming from first generation learners (157.97) and second generation learners (156.78). But with regard to the dimension of values, the student-teachers hailing from first generation learners show more favourable attitude towards teaching that the student-teachers hailing from second generation learners. Since they are educationally as well as economically lagging behind, the youngsters aspire to achieve their goals by hard work. So they are highly motivated towards their profession.

According to the college entry and overall academic achievement of the student-teachers, the results of the study show that there is a significant difference between the student-teachers hailing from second generation (73.92) and first generation (72.98). The reason may be that the impact of the educational background of their parents seems to help them to get good marks.
Moreover, there is a significant relationship (‘r’ -0.060 at 0.05 level) between overall attitude towards teaching and academic achievement of the student-teachers. The reason may be that higher the attitude higher is the achievement.

Review of Foreign studies on Attitudes of Prospective Teachers

2.1.19. Theaker, Sherri, in 2008, studied the Pre- service teachers attitudes towards integration.

Using a true – experimental design, participants were randomly assigned to two groups using a matched pair technique. The control group was placed into a pre-school classroom with no children-having disabilities and the experimental group was placed in a classroom with at least one child with an Individualized education plan (I E P). Participants completed the opinions relative to integration of students with disabilities scale at the end of their student teaching experience (Antonak & Larivee, 1995). The analysis compared the mean scores of a post-test attitude survey of two groups of pre-school student teachers using a one-way multivariate analysis of variance (MANOVA). MANOVA results did not reveal any significant result among student teaching placement sites on attitude factor, wilk’s A=906, F=1.67, PL=.05, multivariate n2=0.94 but offered insight to the literature. Demographic information and open ended question responses added support to the notion that increased experiences with children with disabilities could positively influence the attitudes of pre-service student teachers.
The study, accompanied by other research, indicates that direct experiences with children with disabilities influence the development of attitudes toward integration. This study lays the ground work for future preparatory proper development in that it suggests the importance of placing pre-service teacher with role model is that hold higher degrees. It also supports the infusion of special education throughout course work and direct contact experiences.


The purpose of this study was to explore the relationships between prospective teachers’ attitudes towards the teaching profession and their preferred coping strategies with stress. A relational model was used to determine the relations between these concepts. The study group consisted of 262 prospective teachers in a college of education in Turkey. Two scales were used to collect the data. The Scale of Attitude towards the Teaching Profession (SATTP) was developed by Ustuner (2006). It consists of 34 items and the Scale of Coping with Stress (SCS) was developed by Lazarus & Folkman (1984) and adapted into Turkish by Sahin & Durak (1995). t-test were found. Pearson Product-Moment Correlation Coefficient. There was a noticeable statistical meaningful relationship between student teacher’s attitudes toward the teaching profession and some of their preferred coping strategies with stress.
2.1.21 Diuguid, Darraya.R., in 2009, studied Student teachers awareness, preparedness and attitudes of issues related to high poverty schools.

As more students are coming from diverse backgrounds including race, ethnicity and social class, teachers are challenged to work with demographics with which they are not familiar. Society is faced with ‘tomorrows teachers’ who are mostly white, female, and middle class with little intercultural background. Most of the research has been conducted on student teacher’s perceptions of diverse populations but little has been performed in terms of focusing on student teacher’s perceptions of high poverty issues. Therefore, the dissertation examined student teacher’s awareness, perceptions of preparedness, and attitudes, about high poverty students. The population of this quantitative study consisted of student teachers at three universities. A large Mid Western Jesuit University, a small, liberal arts, Mid Western Jesuit University, with ties to the United Methodist church, and a large, Public Midwestern University.

A 31 item open-ended and closed ended survey was distributed to student teacher during their on-campus professional development seminars. The closed-ended items were analyzed using descriptive statistics including mean, median, mode and skewness and an independent sample t test. Response to the open-ended questions were coded using a thematic analysis approach in order to disaggregate the themes which existed.
In general, student teachers in the survey seem aware and prepared to worse in high-poverty school settings. The survey population also holds relatively positive attitudes of high poverty students. The mean, median, and mode of the awareness preparedness and attitude scales support these statements. The independent samples ‘t’ test only noted significance in the white and non-white student teachers in terms of their awareness and preparedness of high poverty issues.

Identities and social justice values of prospective teachers of colour.

2.1.22. Gutensohn, Linda S, in 2009, studied the Literacy stories Reading and writing attitudes and behaviors of pre service teachers in education.

This exploratory mixed methods design research report will investigate whether or not participating in literacy activities that are based on best practice will have a positive impact on the attitudes and behaviors of pre-service teachers towards reading and writing for both professional practice and pleasure. In an effort to closely examine the issue, the pre-service teachers will reflect on and understand how their prior experiences as students may possibly have molded any unfavorable literacy perceptions, lack of engagement with text outside the academic realm, or low confidence levels in themselves as readers and writers. Pre-service teachers play an important role in improving literacy achievements for their future students. The prior experiences, enthusiasm and motivation or lack thereof for avid reading and writing for pleasure of these pre-service teachers have a powerful influence on whether or not they feel a sense of
competency in the teaching or reading and writing. Implications for teacher preparation programmes may be that they require teacher educators not only to be literacy role models, but to fully understand the nature of pre service teachers attitudes and experiences with reading and writing. The desired result will be that they use this knowledge to design research based literacy curricula to seek positive changes in pre service teacher’s perceptions of reading and writing activities and to enhance their emerging teaching philosophies regarding literacy. Literacy is the foundation of the curriculum in elementary schools, and it is imperative that teachers have a rich background in literacy. This document provides a comparative analysis of varied research methodologies to examine the research problem.

2.2 Review of studies on stress of Prospective Teachers


Sample comprised of 602 student teachers.

Tools used for the study stress inventory for student teachers and emotional intelligence test for student teachers.

*Findings of the study*:

1. Male and Female student teachers differed significantly in their stress.

2. Science and Arts student teachers did not differ significantly in their stress.
2.2.2. Ch. Manikumari, in 2009, studied The Stress Among Prospective Teachers. The sample was a stratified random sample of 200 prospective teachers of Guntur district. The tool used as a standardised stress inventory developed by Suresh and Hoshith with a few necessary alterations.

Findings of the Study:

1. The prospective teachers are holding an average level of stress.

2. It is found that the general stress is more among the prospective teachers compared to practice teaching and practical work.

3. The male and female prospective teachers are holding an average level of stress but without a significant difference between them.

4. The rural and urban prospective teachers are holding an average level of stress without any significant difference between them.

2.2.3. V.P. Josith & Jaya Prakash. R.K. in 2010, studied Stress As A Correlate of Teaching Performance of B.Ed Teacher Trainees in university practical exams.

The present study was conducted on stratified random sample of 100 teacher trainees. The sample was selected during to both the sexes (male and female) and subject of study (science and arts). The tools used were i. A Stress inventory for Teacher Trainees. ii) Teaching Performance rating scale. The Investigators developed teaching performance scale with the help of peer teachers and by consulting with the experts in the field.
The major findings were: teaching performance and stress are highly related to each other. The world is full of fears, doubts and excess parental pressure and cut throat competition in academic levels.


The sample comprised of 912 prospective secondary school teachers randomly selected from 13 colleges of Education in Visakhapatnam. Simple random technique was adopted for this study.

Tool used were: 1. Stress inventory tool: the stress inventory tool was developed by K.J.Suresh and V.P.Joshik (2004). The consisted of 58 items with 21 favourable 37 unfavourable items of Likert model. 2. teaching aptitude tool: the teaching aptitude tool was developed and standardized by Gakhar. S.C. and Rajnish (2005). This tool measures the teaching aptitude of tests and consisted of six components. 3. Attitude towards teaching tool: the attitude towards teaching tool was developed by Ummekhulsum (2001). The tool measures attitudes towards teaching of testees and this tool consisted of 55 items with 25 favourable and 30 unfavourable items of Likert model.

Findings:

1. Sex, academic qualifications and location do not make significant difference in their stress experienced prospective secondary school teachers.
2. Sex, academic qualifications methodology subjects opted at B.Ed level and locality do not make significant difference in their attitude towards teaching of prospective secondary school teachers.

2.3 Review of Foreign studies on stress of Prospective Teachers

2.3.1. Osseiran-Waines, Nahid; Elmacian, Sarkis, in 1994, studied types of social support: Relation to stress and academic achievement among prospective teachers.

Abstract

Examined the relationship between social support, anxiety and academic achievement among 3 groups differing along demographic variables of age, sex, and marital status. 81 students preparing to qualify as elementary teachers completed 2 anxiety measures and a social support questionnaire that measures a quantitative dimension and perceived satisfaction with 3 types of support (emotional, instrumental, and cognitive). Results indicate a positive correlation between the 2 anxiety measures, non significant negative contribution of anxiety to GPA, and a differential effect of various support types to stress related anxiety among the 3 groups. Stepwise multiple regression analysis of social support variables to anxiety found emotional support negatively related to teaching anxiety, while satisfaction with instrumental support negatively related to trait anxiety.

2.3.2. Dickerson, Kimberly Lynn, in 2008, studied the Stress and Self efficacy of special education and general education student teachers during and after the student teaching internship
The institutional population was special education and general education student teachers at the top ten teacher producing universities in Texas and the sample was drawn from the four institutions which agreed to participate. The student teachers in these institutions were emailed a link to the survey site. The pretest resulted in a response rate of 16.5%, with 59 analyzable responses from participants. The posttest resulted in a response rate of 10% with 36 analyzable responses from participants. Data from 23 student teachers completed the stress pretest and post test survey, and 22 student teachers completed the self-efficiency pretest and post test survey. Data were analyzed using Friedman’s Anova and Wilconson signed Ranks Test.

The Survey contained two instruments, the Teacher, Stress Inventory, and the Teacher Self-efficacy Scale; and a researcher-developed demographic information sheet. Student teachers were asked to respond to questions pertaining to stress, as well as to how much influence student teachers have with certain aspects of the learning environment. Data analysis utilized descriptive and nonparametric inferential statistics to draw conclusions.

Among the major research findings were (1) General and Special education student teachers were significantly more stressed and demonstrated higher levels of self-efficacy from pretest to post test. (2) Stress was most often caused by poorly motivated students and by students not trying to the best of their abilities. (3) Self-efficacy was highest for the disciplinary self-efficacy subscale (4) special education student teachers did
not differ significantly in either stress or self-efficacy from pretest to post test. (5) General education student teachers differed significantly in both stress and self-efficacy from pretest to post test.

The results of this study may provide a catalyst for further research examining the interplay between stress and self-efficacy, specifically for special education student teachers and ultimately produce additional findings that may inform student teacher curricula. Additionally, the results may help inform teacher preparation programs about methods to help mediate stress in the early stages of stress onset.


The relationship between prospective teachers’ preferred strategies for coping with stress and their perceptions of student control were examined by use of a relational survey model to determine the relations between these concepts. The study group consisted of 267 prospective teachers at the Faculty of Education in Kırşehir, Turkey. Data were collected from senior class faculty students using 2 scales: The Ways of Coping Scale (WCS) originally developed by Lazarus and Folkman (1984) and adapted into Turkish by Sahin and Durak (1994) and the Scale of Locus of Student Control developed by Miller et al. (1988) and adapted into Turkish by Abacı (1996). Pearson moment correlation was used to analyze the data. Findings showed that there was a noticeable meaningful statistical relation between variables.
2.4 Review of Miscellaneous Studies

2.4.1. *PILIAI, G.S., in 1983*, made an appraisal of teaching of evaluation in colleges of education.

An achievement test was developed. Content analysis of B.Ed, question papers and the B.Ed syllabus was done. The Trainees were interviewed. For the Study four types of samples were identified. There were nine colleges of education affiliated with the Madurai Kamraj University. All these colleges were included in this study. The total number of student-teachers selected for this study was 470.

*The Major findings of the study were:*

Among the nine colleges of education studied, St Xavier’s college of Education, Balayamkottai, scored the highest mean, the groups did not differ significantly in respect of lesson planning, lesson execution, lesson closing and overall assessment of teaching. The two groups did not differ significantly on the ratings made by headmasters on all the four aspects of teacher’s work in the school. Thus the PUC (Edu) model of teacher preparation appeared to be more effective in promoting student perception.

2.4.2. *Sharma, R.C, in 1984*, conducted a study of teaching aptitude, intellectual level and morality of prospective teachers.

Sample consisted of 412 students – teachers.

Tools used for the study – Teaching aptitude test and Group mental ability test.
Findings

1. About 75% of student – teachers were below average in teaching aptitude,

2. An insignificant difference was found in teaching aptitude ability in sex-wise and discipline – wise comparison.

2.4.3. Sudha Rani, P. in 2000, studied of the aptitude for teaching and teaching effectiveness of student teachers.

The sample comprised of 200 secondary student teachers in Nagarjuna university area.

Tools used for this study – Teaching Aptitude Test of M.M.Shah (1965) and Teaching effectiveness tools.

Major findings : The influence on aptitude for teaching of secondary student teachers of the variables like sex, educational qualifications is significant.

2.4.4. Lokanath Mishra, in 2007, studied in Reaction of Pupil Teachers of Two-year B.Ed. Course towards Teaching and Teacher Education. The sample of the study included 48 first year pupil teachers from mathematics and science group and 32 first year pupil teachers from social science and languages groups of two-year B.Ed (Secondary) course introduced in the Regional Institute of Education, Bhubaneswar, Orissa.

Tools used were an interview schedule developed by the investigator and a socioeconomic status schedule developed to study the background of pupil teacher.
Findings of the study:

1. 95% of the sampled pupil teachers considered teacher training as an essential input for becoming a successful teacher. According to these pupil teachers, training is essential to be an effective teacher, no matter at what stage of education he/she is teaching.

2. 84% of the sample of pupil teachers specifically expressed their interest in teaching at the school level, and others expressed their interest in teaching at the college level after doing their M.Ed.

3. Regarding the question of inadequacy of one-year training, a majority (64%) felt that one-year training is inadequate.

4. 76% of the sample agreed that the two-year program would provide more effective training than the one year at present.

5. 82% of the pupil teachers said that they decided rationally to pursue the two-year B.Ed. course without any compulsion or bias. They did so as they intended to become teachers instead of pursuing any other occupation.

6. Above 90% of the sample were confident that they would gain proficiency in content and methodology after completing the two-year curriculum.

2.4.5. Z.Zayapragassarazan, S. Pughazhendi, in 2007, studied Perception of B.Ed., student-teachers towards Teaching Practice Program. A random sample of 300 B.Ed. student-teachers were taken for the study. The sample consisted of different sub-samples based on age, sex, optional
subjects (science, arts, and language), marital status, locality, and qualification. Tool used as Teacher Trainees Perception constructed and standardized by C. Kalaiselvan and Dr. N.O. Nellaiyappan (1992).

*The Major Findings were:*

1. There is no significant difference between male and female student-teachers' perception of teaching practice programme.

2. There is no significant difference between the rural and urban student-teachers' perception of teaching practice programme.

3. There is no significant difference between language and science group B.Ed student-teachers' perception of teaching practice programme.

4. There is no significant difference between arts and language B.Ed student-teachers' perception of teaching practice programme.

2.4.5. S.V. Bhaskar Reddy, in 2008, studied Creativity of Student Teachers of College of Education. The sample was both male and female student teachers studying in colleges of education of Osmania University area. The tool used was battery of creativity tests developed and standardized by Venkatarami Reddy.

1. The hypothesis that the male and female student teachers do not differ significantly with regard to their verbal creativity was accepted.

2. The hypothesis that the male and female student teachers do not differ significantly with regard to their creativity (verbal and nonverbal) was accepted.
2.4.6 A Rama Krishna, in 2008, Teaching aptitude of students of B.Ed colleges.

The sample comprised of 18,16 and 2 students from University IASE (IASE), Gulam Ahmed (GAH) and Navabharathi (NBH) colleges of education respectively. Sex-wise distribution of the sample includes 17 male and 9 female students. Subject-wise there are 11 math, 9 biology and 6 social students. Tool was Teaching Aptitude Test Battery (TATB) developed by R P Singh and S N Sharma of Patna University was used. The test was procured from National Psychological Corporation, Agra. The test consists of 120 items scattered in 5 sub – tests.

Findings:

1) Female students possess more teaching aptitude than male students.

2) EdCET ranks and the score on teaching aptitude have a positive relationship.

2.4.7. Shobhana M. Zambare, in 2008, studied the Social Competencies of D.Ed. Trainees in Relation to their Social Intelligence. The stratified randomized sample of 93 D.Ed trainees of K.C.E. Society’s D.Ed College Jalgaon. (Maharashtra) admitted to the academic year of 2006-08. The tools used were i) Dr. N.K.Chaddha and Ms. Usha Ganesan’s Social intelligence Test. ii) Dr. V.P.Sharma Dr. Mrs. Prabha Shukla and Dr.(Mrs.) Kiran Shukla’s Social Competencies Test.

Findings: 1) The frequency distribution of social competencies scores indicates that there are more trainees belonging to average social
competencies category. 2) Observing the bi-variate table it can be concluded that i) The trainees of high social intelligence group also have high social competence indices 3) ii) The trainees of medium social intelligence group also have somewhat higher social competencies indices, iii) The trainees of lower social intelligence group have no high social competencies indices. iv) lower social intelligence group has lower social competencies indices 4) The correlation between social intelligence scores and social competencies scores is slight but positive 0.14. The social intelligences scale was constructed on eight factors i) patience ii) cooperativeness iii) confidence level iv) sensitivity v) recognition of social environment vi) tactfulness vii) sense of humor and viii) memory and the social competencies scale was constructed on eighteen factors (i) social sensitivity (ii) social maturity (iii) social skills (iv) social relations (v) social commitment (vi) social appreciation ability (vii) social emotional integrity (viii) social involvement (ix) social respectability (x) social cooperation and compliance (xi) social acceptability (xii) social leadership (xiii) social tolerance (xiv) social compilation (xv) social authority (xvi) adult-resource exploitability (xvii) social participation (xviii) pro-social attitude

2.4.8. Shreshtha Dixit, V.P. Agarwal, in 2009, studied Environmental Awareness among Prospective Elementary Teachers. The present study is descriptive by nature. Stratified random sampling was done for the selection of the sample. The sample was drawn from the three DIETs of Uttar Pradesh state viz., Etawah, Firozabad and Agra. The total sample consisted of 260 prospective elementary teachers. A questionnaire (EAS) was prepared and
validated by the researcher to find out the environmental awareness among prospective elementary teachers. The questionnaire consists of 8 dimensions of environmental awareness in 48 statements.

Findings of the study: The environmental awareness of prospective elementary teachers is in a positive direction. This is a healthy sign. The 21st century is the age of computer, Internet, and new technologies; today men and women have equal right to be educated; in this progressive era, everybody of any caste has an equal chance to get educated. Hence, there is no effect of gender and caste on the environmental awareness of prospective elementary teachers.

2.4.9. D. Mahalakshmi in 2009, studied Anxiety of Prospective Teachers.

It was driving randomly. A single questionnaire an anxiety was given to the of prospective teachers.

The major findings were:

1. The female prospective teachers had significantly more anxiety than that of male prospective teachers.

2. The anxiety of rural prospective teachers are more than that of the urban counterparts.

2.4.10. Nalini Stiravatsava Prathibha, in 2009, studied the relationship of teaching competency with teaching aptitude and professional commitment of primary school teachers.
1. Sample comprised of 300 primary school teachers of Pillibit district of U.P.


3. Finding of the study is meddle teaching aptitude had shown better classroom presentation, evaluation and overall teaching competency than low teaching aptitude group.

2.4.11. V.V.L.Vasundhara, in 2010, studied Teaching Aptitude of the Prospective Secondary School Teachers. A stratified random sampling of 100 B.Ed students was drawn including male and female of the five colleges of education in and around Guntur City, during the year 2009-2010. The sample of teacher trainees for this study were selected five colleges. The sample thus selected consists of 40 males and 60 female teacher trainers. The sample is from urban and rural, aided and unaided colleges in and around Guntur City. The tool used were the investigator has adopted “The teaching Aptitude Test Battery” which was constructed and standardized by Smt. Shamim Karim Dixit.

Findings of the study were:

1. All the students were found to have very high aptitude towards teaching profession.
2. Female prospective teachers have significantly more teaching aptitude than male prospective teachers.

Prospective teachers from rural have significantly more teaching aptitude than the urban area prospective teachers.

2.4.12. M. Bullemma, in 2010, studied Interpersonal Relationships of Prospective Teachers. A stratified random sample of 150 prospective teachers was drawn from Guntur district. The tool used was a questionnaire prepared to assess the skills of interpersonal relationships of prospective teachers. The questionnaire consists of 50 questions.

Finding of the study were:

1. The prospective teachers (83.2%) are having much sensitivity in their attitudes and feelings when they are dealing with others.

2. It is observed that, (78.7%) of prospective teachers have positive attitude towards others (78.7%)

3. It is found that, there is no significant difference between the male and female prospective teachers with respect to the skill of interpersonal relationships.

4. The variable gender is not influencing the skill of interpersonal relationships.

5. The variable locality is influencing the skill of interpersonal relationships significantly.

2.4.13. Salma Kuraishy, Jarrar Ahmad, in 2010, studied Teaching Aptitude of prospective teachers in relation to their academic background.
The present study was conducted in 10 colleges of Purvanchal University. The sample consisted of 496 prospective teachers of whom 312 were males and 184 were females. Tool used was Teaching Aptitude Test Battery by Dr. R.P.Singh and Dr.S.N.Sharma. The percentages secured by the prospective teachers in their high school, intermediate, graduate, and postgraduate examinations were considered as the measure of academic background.

*Findings of the study were:*

1. Academic background plays a prominent role in affecting the teaching aptitude.

2. Teaching aptitude is a vitally important aspect of teaching profession, which plays a significant role in affecting the work performance of the teachers.

3. The existing training programme has partially failed to provide adequate opportunities to student teachers to develop competency to face the varied types of situations in their real teaching life. It seems that the entire teacher education programme in our country lacks professional attitude, which is extremely essential for a sound programme of teacher education..

2.4.14. Dr. Anjali Mehta, in 2010, studied Creative Writing Potentials of B.Ed. Trainees in Gujarati Language. Sample was forty seven B.Ed. students of Gujarati selected by purposive sampling technique.
The major findings were: In the item ‘flow of thought’ 59.57%, 29.78%, 34.04% and 42.55% of B.Ed trainees were found lack in flexibility and originality potentials in creative writing respectively; 59.57% students were found having little high fluency potential in creative writing.

In the item ‘developing a story’ 42.55% and 46.80% of B.Ed trainees were found low in flexibility and elaboration potentials in creative writing respectively. 68.05% of B.Ed trainees were found having high fluency in creative writing.

In the item “dramatization of a lesson” 70.21%, 61.95%, 72.34% of B.Ed. trainees were found high in fluency in creative writing respectively.

2.4.15. G. Madhusudhana, P. Mani, in 2010, made a Self-evaluation of Teaching by Student Trainees. The sample was 28 boys and 37 girls studying final year diploma in teacher education at DIET Vellore district.

Findings: The study has shown that the students who have passed with high scores in school and joined through merit in DIET’s have almost equal teaching efficiency though they come from Science and Arts streams. There is a slight variation in certain aspects only. It has been observed that the students require guidance in teaching students considering their individual differences and also in using audio-visual aids effectively. Moreover the self-evaluation has made the students estimate themselves in an endeavor to rectify their defects and improve in those areas.

2.4.16 G. Ekambaram, B. Nagaraja, in 2010, An analysis of level of Environmental Awareness: The case of prospective teachers.
Sample of the study were a total of 200 prospective teachers, who are under B.Ed training in Tirupati college were selected at random, consisting of 112 science trainee teachers and 88 non-science trainee teachers in Chittoor district of A.P. Tools used were a structured schedule was prepared and pre-tested in the pilot study. Based on the “Standard Awareness Index” prepared by Dr. Haseen Taj, the grades or levels of awareness was categorized into 3 groups.

Findings of the study were The analysis of level of awareness of 200 sample prospective teachers consisting of science and non-science, male and female, different age groups and social groups indicate that:

1. The level of awareness differs in science and non-science teachers, science teachers were found with higher level of environmental awareness compared to non-science teachers.

2. No statistically significant difference was found in the level of awareness between the sample teachers belonging to backward classes and other forward classes and also between backward classes and scheduled caste and schedule tribes.

2.5 Review of miscellaneous Foreign studies of Prospective Teachers

2.5.1. Maggie Blake, David Blake, in 1990, studied Practitioner Involvement in Initial Teacher Training. The sample questionnaire forms were given to fifty students on INSET courses in respective institutions. The questionnaires were distributed using what we chose to call the ‘cascade’ method. Here, the recipient of the questionnaire distributes up to four forms to colleges in his/her institution. In this way we hoped to collect
data from a wider group of teachers than those currently on INSET courses. All the teachers in the sample were qualified teachers, the majority, 71% were possessing a Certificate in Education.

The findings in the questionnaire reveal certain ambiguities. On the one hand, there is an apparent certainty on the part of the teachers that recent classroom experience and the personality of the teacher are the most important attributes of the training process. On the other hand, the teachers revealed an uncertainty about their own ability to do the job of training and there was evidence of their reaching out to trainers for help. It is significant that 85% of the sample acknowledged their willingness to undertake a course. The teachers’ expressed an ambivalent attitude towards their own profession.

2.5.2. Hayes Sharon B, in 2008, studied the Relationship among mentors and mentees and the discourse(s) in which they are situated transform their identities and practices.

The research was framed by social constructionism and employed audio-taped dialogue sessions, field notes from participant observations, and a researcher’s journal to explore how the mentors and mentees negotiated their relationships, constructed understanding of teaching and learning and transformed their identities and practices. A Gee’s(2005) discourse analysis and Fair Clough’s (2003) critical discourse analysis served as vehicles for illuminating the discursive aspects of the participants, dialogue, as well as how they established and maintained rapport, planned and co-planned lessons, and participated in reflective discussions about
instruction and classroom management. Although the mentors and mentees engaged in many of the mentoring activities, their identities as mentors, as mentees and as teachers were influenced by the ways in which they negotiated power, as well as the ways in which they positioned each other. Mentors and mentees who shared power and positioned each other as collaborative partners developed relationships that shaped and transformed their practices and identities. Moreover, the nature of each mentoring relationship was influenced by the discourses that constructed the socio-political context in which the mentors and mentees were situated and the interdependence between mentors and mentees identities shaped not only the nature of their situated mentoring discourse, but also the ways in which the activities of mentoring were enacted.

In the field of education, mentoring has become increasingly important for improving teacher retention, job satisfaction, and teacher activity. However researches have documented that mentoring within an educational context was often focused on situational adjustment, technical advice, and emotional support, which acculturated new teachers into the current systems rather than helping them to critique or challenge the existing practices of schooling. Consequently, a new understanding of mentoring has emerged called educative mentoring which encouraged novices to challenge their thinking and practices and to engage in critical reflection that can be used to foster reform in schools, as well as in classrooms.
Teacher education, programs might, consider providing prospective mentors and mentees with a better understanding of the philosophies and practices of educative mentoring and how the discourses in which they are situated, as well as the discourses they co-construct, can be used to create a relationship and a context for learning and transformation.

2.5.3. Agosto, Vonazell, in 2009, studied Identities and social justice values of prospective teachers of color.

The empirical study of social justice values among the prospective teachers who identity as being “of color” emphasizes the consternations of social justice sensibilities (perceptions of injustice, concern for the situations of other socio-political and cultural consciousness, sensitivity, regarding the conditions of others) they derived from race reflected socio – cultural experiences and expressed as social justice values oriented towards injustice. This study aimed to understand where normative theories of justice converge and diverse with prospective teachers beliefs and actions (as indicators of values) depicting what they perceive as just or fair. This included understanding the relationships among racial and / or ethic identity (or other aspects of identity). Socio-cultural experience, social justice sensibilities and values, and the prospective teachers perceptions of color regarding the role of teachers, students and institutions in educating all students. It is descriptive in its attempts to identity prominent socio-cultural experiences, related to race. It is explanatory in its attempts to describe how such experiences figure in the formation and articulation of thoughts (i.e. beliefs, attitudes) and actions (i.e. verbal, interactions, in
action) as dispositions related to social justice in real life (versus experimental) settings, and normative in its attempts to inform and improve teacher education. The expected outcomes of the study are (1) To gain better understanding of the role of race and/or ethnicity in fostering socio-cultural experiences affecting the development of social justice sensibilities (2) To contribute to the prospective of social justice sensibilities and formulations and articulations (orientations and expressions) of social justice values in context. (3) To make suggestions for teacher education in response to participants' perspectives, discourses, paradigms, and philosophies of justice.

The socialization process of the student teacher during the student – teaching experience. Continuous negotiation between student teacher and mentor teacher.

2.5.4 Moscatelli, Mariajordana, in 2008. studied the socialization process of the student teacher during the student teaching experience continuous negotiation between student teacher and mentor teacher.

The socialization of pre-service teachers is a valuable part of preparing teachers for entry into the teaching profession and typically takes place during the university teachers education program and student teaching experience. While attending university education teaching experience. While attending university education classes, secondary student teachers are being socialized, introduced, into their academic discipline one is intending to teach as well as into the profession of teaching in general. Once required courses are completed, prospective teachers then
proceed to the student – teaching experience, on additional form of socialization into the teaching profession. Here a student teacher is introduced to a particular school building, a distinct social context and culture, and to the classroom and instructional practices of a veteran teacher.

The socialization process during the student teaching experience is multifaceted, a learning opportunity for both student and mentor teacher. This is a period of continuous negation of preconceived ideas about teaching learning and expectations. This is a time for the student teacher to build social relations and improve teaching skills. It is also a significant time for the student teacher’s teacher identity development.

To better understand the socialization process and teacher identity formation of student teachers during the student – teaching experience, the focus of this case study was to (a) explore the lived experiences of the socialization process, (b) examine the interaction of the student teacher and mentor teacher during the student – teaching experience, and (c) examine the influence the student teacher, mentor teacher relationship has on the student teachers developing teacher identity during the student – teaching experience.

A case study design was used to guide this research, anchored by the conceptual framework of organization and socialization and Lave and Wenger’s (2002) legitimate peripheral participation analytical view point. In depth interviews and student teacher reflective, writing journals were used to collect data.
2.6 Summary and Research Gap

It is found that a number of studies are conducted on the prospective teachers in relation to attitude. They are the studies done in 1981 by GCPI, a study done in 1981 by Paikaray, G.S., a study in 1983 by Dutt R, a study in 1984 by Upadhyay.B, a study in 1984 by Patil, G.G., a study in 1985 by Mehta R.D., a study in 1986 by Rao R B, a study in 1991 by Budhisagar, Meena & Samsanwall D N, a study in 2000 by Gupta S K, a study in 2005 by Gill. T K & Saini S K, a study in 2007 by Santwana G Mishra, a study in 2008 by Salvaraj Gnanaguru A & Suresh Kumar M, a study in 2008 by Shubramangal, in 2008 by Parveen Sulthana, in 2008 by A Raghu & S Mahender Reddy, a study in 2010 by Dr. Mrunalini T & B Sankraih and in 2010 by Dr. Sunitha Badola, a study in 2011 by R Sahaya Mary, Dr. Manorama, a foreign study in 2008 by Theaker Sherri, a foreign study in 2008 by Nuri Baloglu and Engin Karadag, a foreign study in 2009 by Diuguid, Darraya. R and a foreign study in 2009 by Gutensohn, Linda S.

Some studies are done on the prospective teachers in relation to Stress. They are the a study in 2008 by Suresh, K J & Joshith V P, studies in 2009 by Ch. Manikumari, a study in 2010 by V P Joshith and Prakash R.K, a study in 2010 by Kankanala Surinaidu, a foreign study in 1994 by Osseiran-Waines, Nohid; Elmacian, Sarkis, a foreign study in 2008 by Dickerson, Kimberly Lynn and a foreign study in 2008 by Nuri Baloglu.

Some studies are conducted on the prospective teachers in different aspects. They are the studies done in 1983 by Piliai G S, a study in 1984

There seems to be a dearth of studies on Attitude and Stress among them the prospective teacher towards the course.

So, the present investigation is taken upto fill the gap.

2.7 Linkage of the Present Study

There is no recent study of prospective Teachers Though there are a few researches on Attitude and Stress. These studies were conducted on the sample of B.Ed and D.Ed students from 1981 to 1986 and 1990 to 1991 and 2000 to 2001 and 2004 to 2011. Hence the researcher found time gap and differenced in the samples.

Hence the investigator intended in study on the Pandit Training College students to find out their stress and attitude towards professional programmes.
2.8 Time Line Chart

**Foreign Reviews**

2009
2008
1994
1990

**Indian Reviews**

2011
2010
2009
2008
2007
2005
2000
1991
1986
1985
1984
1983
1981