Review of related literature

The researcher has reviewed the following Researches:

Research papers and Articles:

   Author states that without culturally responsive teaching, education can never reach its best. It should be meant for those students who are not the part of the majority and also for mainstream of school and society.

   Author studied the relationships between teacher praise and feedback, and students’ perceptions of the classroom environment were in six rural elementary schools. The Teacher Feedback Scale and My Classroom Scale were developed as part of this study and used to collect the data. Structural equation model was used to test a hypothesis. The result indicates that negative teacher feedback and effort feedback were both related to students’ relationships with their teachers, while ability feedback was associated with perceptions of the classroom environment. Praise was not related to classroom environment or teacher–student relationships. Significant age and gender differences were found.

   The paper highlights the influence of SES on student achievement using data from the longitudinal surveys of Australian youth. There has been a greater socio-economic segmentation of schooling, which is reflected in the transfer of the effects of socio-economic status from individual level to the school level.

   The present article draws case studies of five students experiencing mental health difficulties to provide insight into these issues from student perspective. Changing aspects of the environment needs to be emphasized to improve the learning experience for all students.

5. Bernard, M. E., (2006), *It's time we teach social emotional competence as well as we teach academic competence.*
Author states that the non-academic social-emotional factors that contribute to achievement, the “You can do it! Education“(YCDI) theory of achievement, derivative research on social-emotional capabilities called the five foundations that, when delayed, produce achievement problems, and also he gives recommendations for developing students’ social-emotional competence.

   Author states that this article reviews four bodies of research that sheds light on how to promote active care for the environment of children and youth. The article begins with an overview of studies of formative childhood experiences reported by environmental activists and educators, followed by co-relational and experimental studies with young people regarding factors associated to their taking action for the environment. Therefore experiences that promote the development of these assets are summarized as well. The conclusion compares major findings in these different fields and discusses implications for environmental educators.

   Author states that this paper explores a grounded research-based framework for intercultural competence and discusses the implications of interculturally competent teaching in the classroom and beyond. Given the importance to teachers being interculturally competent in today’s diverse classrooms, a number of questions, based on the framework, are presented, which guide teachers in reflecting upon their own teaching practice and the ways in which they integrate aspects of intercultural competence into their classrooms.

   The study examines the influence of emotional intelligence, age and academic motivation on academic achievement of school students. The result revealed that emotional intelligence, age and academic motivation are potent predictors associated to the academic achievement.

   The study is to empower pupils and their teachers with life skills. The study was carried to assess the extent to which the objectives of life skills and reproductive health education has been achieved. More resources should be
provided to create an enabling environment for teaching life skills and reproductive health education.


   Author states that teachers’ successful provision of levels of support to prevent and reduce problem classroom behaviors requires skillful application of research-based classroom and behavior management Strategies. The authors present guidelines for increasing teachers’ effective use of praise and OTR as a preventative measure for reducing problem behavior and increasing appropriate behavior in urban classroom settings.


   Author focuses on the relationship between achievement in mathematics and mental health of higher secondary students of 8 schools located in Ariyalur and Cuddalore district of Tamil Nadu. It was found that if the mental health of students is sound than their achievement in Mathematics was found to be high.


   According to the author the academic satisfaction and mental health status of B.Ed. students are interdependent. Gender and age are not the interfering factors for it. The study points to the need for improving the academic satisfaction of students.


   Author states that teaching is an art that can be learned if the organization considers it as an important factor. He provides his personal view into what makes a good teacher, based on experience and research. He concludes that Empathy, Accessibility, Innovations in teacher training and job commitment are essential requirements of an effective teacher.

14. Skiba, R., Bear, G., Wright, D. B., Fair and effective discipline for all students

   The study offers best practice strategies that support the safe education of all students. Behavior of students is greatly influenced by teacher behavior. So teacher behavior becomes important factor in stabilizing the mental health of students. Author is of opinion that positive discipline methods can enhance the output of all students.

Author discusses the impact of socioeconomic status, race, gender, and retention on student achievement. Necessary attention needs to be paid to enhance the quality of education. It is everyone’s responsibility to ensure that students who are retained do not drop out of school and therefore are not left behind.

**Edited book:**


Author states that stress management actually starts with identification of sources of this stress in one’s life. So this critical study finds the reasons of stress of teacher trainees and after knowing the reasons, authors feel that the teacher educators would try to avoid those causes and will be able to guide their students more correctly.


Author states that promotion of mental health programmes can be integrated in the teaching-learning process. Curricular and co-curricular activities promotes emotional intelligence and social intelligence. School activities that promote mental health are effective and can foster sound mental health and reduce the risk of mental disorders.


Author focuses on the role of B.Ed. students in maintaining their mental health. Author suggests various coping strategies like life skills education for perseverance of mental health.


Author is of the opinion that mental health is concern with positive traits of life like satisfaction, productivity, positive attitude, emotional stability and adjustment. Teacher trainees feel secure when they are free to express their views. So by providing opportunities to communicate freely, one can foster mental health.

Author is of the view that stress has become the part and parcel of human life and one cannot avoid from getting stressed. He further states that moderate stress has become a need in life. So to get rid of from excess stress he suggested yoga and meditation as stress busters to have sound mental health.


This article talks about mental hygiene mantra i.e. safeguarding the mental health of the students. Maintaining good mental health is very important for leading a good life. In today’s world it the responsibility of parents, teachers and the society to safeguard the mental health of the child and for that they should act as gatekeepers of their child’s mental health.


The study focuses on relationship between emotional intelligence and mental health of secondary teachers of different region of Thane district. It was found that there is significant relationship between mental health of secondary teachers and their emotional intelligence. So it was concluded that teachers with high emotional intelligence, bears healthy mental health.


This paper puts light on how school teachers can foster mental health and subsequently the learning output by sorting out the issues of the children with mental disorders. It focuses on the relationship between mental health and academic achievement of school students with more emphasis on their mental health.


Author is of opinion that mental health education should be an integral part of curriculum whether it is for teacher education, Engineering, Law, Management etc. It’s high time for everyone to know the concept of mental health and life skills and practice the same in their profession.


Author states that there exist positive relationship between mental health and perception of cohesiveness, cliqueness and encouragement in classroom.
environment and also negative relationship between mental health and perception of friction, favoritism and disorganization among students.

**Review of Books:**

   Author states that mental well being just like any other physical health is a resource we all need to promote and protect.

   The study focuses on socio-economic determinants of mental health. People who are socially isolated and who are disadvantaged have poorer mental health than others.

   Author focuses on two areas: To provide effective employment support and to support mental health in criminal justice system.

   Author states that prevention can be difficult to well define as it comprises a wide continuum from intermediate care to supporting social inclusion. He suggested primary prevention, secondary prevention and tertiary prevention.

5. Garcia, I. *Literature review.*
   The author reviews the literature related to promoting young people’s mental health and early intervention in problems related to mental health.

**Need of the study**

A review of related literature reveals that various studies are conducted on mental health in relation to various psychological factors such as adjustment, achievement, etc. also teacher behavior, social status and economic status are studied individually but it is seen that no study has been conducted on the combination of all these variables i.e. teacher behavior, social status and economic status.

It is the teacher who contributes towards the development of the child and lays a strong foundation on which the entire edifice of the nation stands. The trainee students of B.Ed., who are the future teachers should possess sound mental health. So it becomes essential to study the mental health of B.Ed. students.
Hence the researcher has decided to undertake the study on impact of Teacher behavior, Social status and Economic status on Mental Health of B.Ed. students.

**Title**

A study on impact of Teacher behavior, Social status and Economic status on Mental Health of B.Ed. students

**Operational definitions:**

In the present research the researcher has operationalised the meanings of the concepts mentioned in the title as follows:-

**Mental health:**
Mental health of the students is assumed to be the response given by the students to the questions asked, his perception about reality and also his environmental mastery

**Teacher behavior:**
Teacher behavior is termed as the behavior of teacher in presence of the students.

**Social status:**
It is defined as the prestige, a person possesses in the society.

**Economic status:**
It is termed as the gross income of the family.

**Importance of the study**

The study would put light on the relationship of mental health of B.Ed. students with teacher behavior, social status and economic status. It would give more weightage on the cumulative effect of teacher behavior, social status and economic status on mental health of B.Ed. students. The findings of the study would help B.Ed. trainees, teachers, and Institutional administrators, School authorities and thereby society to know the nation builders more correctly. This is the importance of the study
Aim:

To study the impact of Teacher behavior, Social status and Economic status on Mental Health of B.Ed. students.