INTRODUCTION

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NEED AND SIGNIFICANCE OF THE STUDY

Learning occupies a very important place in our life. In general way it may be stated that learning should enable us to make the best use of the things in the world around us. An individual starts learning immediately after his birth or in a strict sense even earlier in the womb of the mother. Experience, direct or indirect is found to play a dominant role in moulding and shaping the behaviour of the individual from the very beginning. Experiences bring about a change in the behaviour of the individual. In general, learning stands for all those changes and modifications in the behaviour of the individual which he undergoes during his life time.

Learning is an information process which brings relatively permanent changes in the behaviour of a learner through experience or practice. The type of changes or modification found in learner's behaviour depends much on the type of learning experience and training received by him for this purpose. Maximizing learning is one of the most important objectives of education. Many research studies on the psychology of learning reveal the influence of an array of cognitive and affective variables which determine the quality and level of academic performance of students. There are a number of factors which act as the barriers in the process of learning. One of the main factors
which inhibit educational achievement and the learning process is anxiety.

Anxiety is a basic human emotion consisting of fear and uncertainty that typically appears when an individual perceives an event as being a threat to the ego or self-esteem (Sarason, 1988). It is the feeling of dread, fear, or apprehension, often with no clear justification. In some instances, such as avoiding dangerous situations, anxiety can be helpful. However when taken to extremes, it may produce unwarranted results.

Today, examinations are one of the most threatening events that causes anxiety among students. When students develop an extreme fear of performing poorly on an examination, they experience examination anxiety. Examination anxiety is an excessive worry about upcoming exams, fear of being evaluated and the apprehension about the consequences. It is an irrational thinking about exams and outcomes. It includes irrational beliefs, irrational demands and catastrophic predictions.

Examination anxiety is a major factor contributing to a variety of negative outcomes including psychological distress, academic underachievement, academic failure, and insecurity (Hembree, 1988).
Many students have the cognitive ability to do well on exam but may not do so because of high levels of examination anxiety. Because of the societal emphasis placed on examination, this could potentially limit their educational and vocational opportunities (Zeidner, 1990).

Generally, there exists a controversy regarding the relationship between examination anxiety and academic achievement. Many investigators have obtained conflicting results. There is a group of investigators, who have reported positive relationship between examination anxiety and academic achievement. On the other hand in a number of studies conducted in India and outside the country either a negative or an insignificant relationship between examination anxiety and academic achievement has been recorded. The present status of the studies related to examination anxiety and academic achievement reveals the importance of teachers, who possess a significant role in this issue. Teachers have a prominent role to play in any system of education. They must have certain good qualities that would help them to mould the future generation.

The quality of education largely depends upon the quality of the teacher. No better tributes have been paid to man on earth than to the teacher. He should possess a sterling character and certain physical, intellectual, social and emotional qualities which are pre-requisite for
success in teaching. A teacher should also possess the knowledge of the fundamentals of the subjects he teaches and the required professional training.

A teacher must have the required professional training; without which he will commit serious pedagogical blunders. Prof. Monteque in his book, “Education and Human Relations”; asserts that, “No one should ever be permitted to become a teacher of the young unless by temperament, attitudes and training, he is fitted to do so”. Teaching is no doubt a profession. A man, it is essential that he should undergo necessary training to know the art of teaching. Thus for a successful teacher, sound academic achievement and professional training are highly essential. Therefore it is relevant and meaningful to explore the degree of examination anxiety and to study its relation to academic achievement among prospective teachers.

TITLE OF THE STUDY

The present study is conducted on: “Examination Anxiety and Academic Achievement among Prospective teachers.”

DEFINITION OF KEY TERMS

The key terms used in the title has defined for greater clarity and precision.
Examination Anxiety

Some anxiety or tension before an examination is helpful; but exam anxiety is when tension or nervousness around test time is so high that it has a negative effect on our performance.”

Academic Achievement

“Academic Achievement refers to performance in school or college in a standardized series of educational tests.”

Prospective teachers

“Those who are undergoing full time teacher education programme of one year duration after securing their first degree are termed ‘prospective teachers’.

OBJECTIVES OF THE STUDY

Following are the major objectives of the present investigation.

i. To find out the relationship between examination anxiety and academic achievement among prospective teachers.

ii. To find out the relationship between examination anxiety and academic achievement among boys and girls.
iii. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their age.

iv. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their religion.

v. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their optional subject.

vi. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on locality of the college.

vii. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on their economic status.

viii. To find out the relationship between examination anxiety and academic achievement of prospective teachers based on different categories of achievement groups.

HYPOTHESES OF THE STUDY

On the basis of the objectives already stated the following hypotheses are formed for the investigation.
1. There will be no significant difference between boys and girls in examination anxiety.

2. There will be no significant difference between boys and girls in academic achievement.

3. There will be no significant difference between the age groups of 20-25 and 25-30 in examination anxiety.

4. There will be no significant difference between the age groups of 20-25 and 25-30 in academic achievement.

5. There will be no significant difference between the age groups of 20-25 and above 30 in examination anxiety.

6. There will be no significant difference between the age groups of 20-25 and above 30 in academic achievement.

7. There will be no significant difference between the age groups of 25-30 and above 30 in examination anxiety.

8. There will be no significant difference between the age groups of 25-30 and above 30 in academic achievement.

9. There will be no significant difference between Hindus and Muslims in examination anxiety.

10. There will be no significant difference between Hindus and Muslims in academic achievement.
11. There will be no significant difference between Hindus and Christians in examination anxiety.

12. There will be no significant difference between Hindus and Christians in academic achievement.

13. There will be no significant difference between Muslims and Christians in examination anxiety.

14. There will be no significant difference between Muslims and Christians in academic achievement.

15. There will be no significant difference between science and arts groups in examination anxiety.

16. There will be no significant difference between science and arts groups in academic achievement.

17. There will be no significant difference between urban and rural groups in examination anxiety.

18. There will be no significant difference between urban and rural groups in academic achievement.

19. There will be no significant difference between the income groups of 1000-2000 and 2000-5000 in examination anxiety.

20. There will be no significant difference between the income groups of 1000-2000 and 2000-5000 in academic achievement.
21. There will be no significant difference between the income groups of 1000-2000 and above 5000 in examination anxiety.

22. There will be no significant difference between the income groups of the 1000-2000 and above 5000 in academic achievement.

23. There will be no significant difference between the income groups of 2000-5000 and above 5000 in examination anxiety.

24. There will be no significant difference between the income groups of 2000-5000 and above 5000 in academic achievement.

25. There will be no significant difference between the achievement test scores of high and average groups in examination anxiety.

26. There will be no significant difference between the achievement test scores of high and low groups in examination anxiety.

27. There will be no significant difference between the achievement test scores of average and low groups in examination anxiety.

28. There will be no significant correlation between the examination anxiety and academic achievement among prospective teachers.

METHODOLOGY OF INVESTIGATION IN BRIEF

The plan and procedure used for the present study have been briefly presented below.
1. Sample for the study

The present study is conducted on the sample of 400 prospective teachers, who belong to different teacher training colleges of Kerala.

2. Tools for the study

a. Personal Data sheet - A personal data sheet was prepared by the investigator to collect information like sex, age, religion, optional subject, locality and economic status.

b. Examination Anxiety Inventory - Examination anxiety scores of the students are to be collected using the examination anxiety inventory. This inventory has been constructed and standardized for the purpose by the investigator.

c. Achievement Test Scores - Achievement test scores of University examination are to be collected to represent their achievement.

3. Data Collection Procedure

Normative survey method is selected by the investigator to collect the data. The data for the present study will be collected from the prospective teachers by administering the examination anxiety inventory. Along with this the personal data sheet also to be submitted for the collection of biographical variables.
4. Statistical Techniques

For analyzing the data, the following statistical techniques are employed.

i. Mean

ii. Standard deviation

iii. Test of Significance (t-test)

iv. Correlation technique

(Henry E. Garrett, 1969)

ORGANIZATION OF THE REPORT

Chapter I deals with need and significance of the study, objectives, hypotheses and methodology of investigation in brief. The review of related literature (theoretical views and research studies is presented in chapter II). Chapter III describes the details of the plan and procedure (sample, variables, tools and statistical techniques) of the study. Chapter IV contains analysis of the data and interpretation of the results. The summary and conclusions (findings, suggestions, implications, etc) are prescribed in the last chapter.