REVIEW OF RELATED LITERATURE

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For any research study, the investigation needs an adequate familiarity with the work already available in the area. In this connection one has to acquire up-to-date information about what has been thought and done in the particular area. The researcher has to build upon the accumulated and recorded knowledge of the past. Therefore, a review of the related literature must precede any well planned research study.

Review of related literature is a very essential aspect of the research process. It throws light on the development of the problem and to the deviation of an effective approach to the solution. It allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It helps to avoid unintentional duplication of well established findings and to enable the researcher to define the limits of his field.

Review of related literature is a valuable guide in defining the problem, recognizing its significance, suggesting promising data gathering devices, appropriate study design and sources of the data. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study.
The need and importance of related literature have been highlighted by Best (1978), who says "practically all human knowledge can be found in books and libraries. Unlike other animals that must start anew with each generation man builds upon the accumulated and recorded knowledge of the past."

According to Carter (1954) "a systematic canvas of related literature is the mean of determining whether the proposed study unnecessarily duplicates some earlier investigation. The knowledge secured from such reading in terms of sources. Procedures and results represents essential orientation for definition of the problem selection of method and interpretation of findings.

Section A

A Theoretical Over View

The achievements in science and technology have generated many problems and questioned all the traditional values and believes. No wonder, one every side, one can see people roaming around with anxiety ridden minds. It has become a part of man's life and this fact has been acknowledged in all quarters. All these facts tell that anxiety is an essential part of modern living and a common mental health hazard.
Anxiety is a complex emotional experience often unconscious in origin with fear or dread as its most notable characteristic. It is distinguished from true fear because the later arises in response to a clear and actual danger, such as one affecting a person's physical safety. Anxiety, by contrast, arises in response to apparently innocuous situations or is the product of subjective, internal emotional conflicts whose causes the person himself may be unaware of.

The term anxiety originates from the Latin word 'anxietus' which denotes an experience of varying kinds of uncertainty agitation and dread. The term was introduced into psychology by Freud (1894). He uses the term 'anxiety' in the sense of an 'unconscious readiness' to develop the effect of anxiety. Anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune.

Horney (1937) says that of acceptance produces anxiety. Anxiety is not innate, the result of environmental factor. Horney regards anxiety as a basic feeling and counter part of love.

Symonds (1946) has started normal anxiety is necessary among mature individual. Those who lack it have little drive or incentive to plan for future.
Sullivan (1953) says, ‘anxiety is an intensely unpleasant state of tension arising from experiencing disapproval in interpersonal relations’.

Marmor (1965) defined ‘anxiety as a normal natural response and is an important to the safety and security of human organism as in the ability to perceive pain’.

Levin (1967) says that people prone to feel anxiety are associated with prevailing timidity, low self-esteem and feeling of inferiority.

The Dictionary of education defines anxiety as apprehension, tension or uneasiness characterized by fear, dread or uncertainty, the source of which is largely unknown or unrecognized by the individual.

**Types of anxieties**

i. **Panic Disorder**

It is an unpredictable attacks of anxiety that are accompanied physiological manifestations. People with this disorder often undergo medical evaluations for symptoms related to heart attacks or other medical conditions before the diagnosis of panic disorder is made.
ii. Agoraphobia

It is abnormal fear of being helpless in an embarrassing or inescapable situation that is characterized especially by the avoidance of open or public places. People with this disorder may become house bound for years, with resulting impairment of social and interpersonal relationships.

iii. Specific Phobias

These are persistent fear of objects or situations. When these situations or objects appear, they can produce immediate and severe symptoms of anxiety.

iv. Social Phobias

These are persistent irrational fear of situations in which the person may be closely watched and judged by others, as in public speaking, eating or using public facilities.

v. Post-traumatic stress disorder

It is a psychiatric illness that can occur following a traumatic event, in which there is the threat of injury or death to oneself or someone else.
vi. Obsessive-Compulsive Disorder

The person suffering from this type uses ritualistic and repeated behaviours to rid themselves of obsessive thoughts and anxieties.

vii. Generalized anxiety disorder

This is a common condition characterized by excessive anxiety and worry that is proportion to the impact of the event or circumstance that is the focus of the worry.

Examination Anxiety

For some persons examinations are a source of inordinate stress. It can be very debilitating mentally. Such stress can lead to medical troubles and also it can reduce the efficiency of performance. So, examination anxiety is the mental distress and fear experienced by pupil when they have to face examinations of any type or any of its related activities.

A highly anxious child may not be able to concentrate in the examination. Since he or she is occupied with defending himself or herself, less of energy is devoted to the intellectual task. Such an anxious situation triggers a train of thought which buzzes round in our head and
takes our attention away from actually dealing with the questions on the exam.

Examination anxiety is composed of three major components: cognitive, affective and behavioural.

Students who experience examination anxiety from the cognitive perspective are worriers lacking self confidence. They may be preoccupied with negative thoughts, doubting their academic ability and intellectual competence (Sarason & Sarason, 1990). Furthermore, they are more likely to overemphasize the potential negative results and feel helpless when in testing situations (Zeidner, 1998).

From the affective perspective, examination anxiety causes some students to experience physiological reactions such as increased heart rate, feeling nauseated, frequent urination, increased prespiration, cold hands, dry mouth, and muscle spasms (Zeidner, 1998). These reactions may be present, before, during and even after the examination is completed.

Exam-anxious students express anxiety behaviourally by procrastinating and having inefficient study and test-taking skills. Zeidner (1998) contends that exam-anxious students have a more
difficult time interpreting information and organizing it into larger patterns of measuring.

**Typical reactions to examination anxiety**

1. **Physical Symptoms**

   Anything can happen but typically insomnia, loss of appetite, skin rashes develop, neck ache, headache, increased craving for alcohol, stimulants, caffeine, nausea etc.

2. **Physical sensations**

   Sensations of panic, dizziness, muscular tension, hyperventilation and sensations of nausea may occurs during the particular situation.

3. **Thinking**

   Preoccupation with exams even though the exams may be ages away. Some of the thoughts are uncomfortable ones and may contain self critical ideas. They running down the child and comparing himself unfavourably with others in more than one way. He may see the future as bleak with him as a loser.

4. **Images**

   These usually take the form of unpleasant scenes or flash backs from previous exams. They can be very vivid. There may be nightmares also.
5. **Actions**

They may find themselves tending to try and block out the subject of exams. They may be avoid to go near to the exam halls, not looking at old exam papers, leaving lectures or turning off when the subject is mentioned. They may be too easily distracted with very short spans of concentration. They may tend to find themselves forgetting easily and getting writer’s block. One key factor is that their normal functioning at study tasks become lessened. A drop of a quarter of their normal efficiency is indicative of examination anxiety.

6. **Effect on interaction with others**

Other people can be involved in the worry. They may find themselves with drawing unable to talk to people as much as usual. They may find themselves frightened of what people may say about exams. People may be less reassuring than usual.

7. **Feelings**

Their mood is usually slightly down or anxious; it can be exclusively one or the other but often comes mixed. There may be feelings of terror. They may experience some despair.
SUGGESTIONS FOR OVERCOMING EXAMINATION ANXIETY

1. Adequate Preparation
2. Putting the Test in Perspective
3. Getting a Clear Description of the Test
4. Physical Exercise
5. Positive Self-Talk
6. Deep Breathing Exercises
7. Focused Muscle Relaxation
8. Anxiety Exaggeration
9. Answering Easier Questions First
10. Avoid Forced Recall

The suggestions given above represent a variety of techniques offered by educators and psychologists to help people deal with stressful situations. The key to dealing with examination anxiety is to learn to exercise control over it, and whichever techniques give that control can make exam-taking a much less stressful situation.

Our educational system is examination oriented. It plays a significant role in a student's life. In many countries, examinations in higher education are given at the end of study and determine what kind of award or degree that the student should receive. They also set,
however, as an incentive to work particularly if they take place from
time to time during the course of studies rather than only at its
conclusion. In general, examination is a general movement towards
continuous assessment.

The word 'achievement is generally applied to the academic
status of the student in different subjects or as a whole. Achievement
means one's learning attainments, accomplishments, proficiencies, etc.
Achievement is directly related to pupil's growth and development in
educational situations where learning and teaching intend to go on.
According to Denis Bason and Harold W. Benard (1980) "the concept of
achievement involves the interaction of three factors viz, aptitude for
learning, readiness for learning and opportunity for learning."

Achievement is the knowledge attained or skill developed in
academic subjects usually designated by test scores or by marks
assigned by teachers or both. The achievement test has a great
significance in all types of instructional progress of the individual. It
should have a description of measured behaviour. Achievement tests
help to evaluate the extent to which the objectives of education are being
achieved. By studying the results of the students on achievement tests
and intelligence tests, the teacher will determine whether or not the students are working at their maximum capacity.

In the field of education, the teacher plays the most prominent role in moulding the habits, tasks and the character of the pupils. Teacher creates the learning environment for the students and there by attain the goals and objectives of education. A good teacher make learning effective inspirational, interesting and meaningful. So teachers' professional development is an import issue in the area of teacher education. Professional success of every professional in his profession depends mainly on his up-to-date professional knowledge, fullest devotion and dedication along with his efficiency and effectiveness. In the present day world with advancement in technology these qualities can be inducted through education.

The purpose of teacher education is to engender the qualifications judged to be necessary for doing the work the teacher is called upon to undertake. Teaching is not confined to tell or to impart knowledge of subject matter to others but in wider perspective teaching aims at of all round development of personality of child. Teaching is a profession which needs training. The technical knowledge and skill can be developed in the teacher through the training.
The prospective teacher will have to integrate the skills of teaching with his life style and also to help the students to develop not only intellectually but also emotionally. This requires a comprehensive philosophy of life and education, a map by which the future teacher may observe himself in relation to other teachers as well as other human beings activities. Therefore, the prospective teacher must be offered opportunities to associate with the best minds and to develop a disciplined intellect as well as the quality of appreciation of culture in its various forms. He will have an emotional life developed to a fine sensitivity but held in a strict control.

Competence and professional skills are the very heart of the programme of teacher education. The teacher of tomorrow would design a teaching situation conductive to the growth of pupils mental health. It would develop in them a commitment to a set of values. It would develop certain skills and competencies. Therefore the education of prospective teachers should be according to the necessities of the time and needs of the society.
Section B
Related Studies

The investigator has classified the studies related to examination anxiety and academic achievement into two major heads namely.

1. Studies conducted in India

2. Studies Abroad

I. Studies conducted in India

Dastidar (1981), conducted a study on the analysis of examination anxiety among High school students and evaluation of a group counselling method employed to reduce it. The sample consisted of 200 high school students. The findings of the study were that the examination anxiety was related to psychological, psychosomatic and religious-superstitious dimensions and the behavioural counseling with group relaxation therapy significantly reduced examination anxiety.

Krishnaprasad, Sam Sananda Raj and Kurian (2003), conducted a study on Anxiety and Academic Achievement among students. The sample consisted of 550 students. The findings of the study were that there existed significant correlation coefficients among the variables of
anxiety and also between anxiety variables and academic achievement scores.

Jaiswal (1980), studies about anxiety, frustration and adjustment patterns of girl students at graduation level and their educational implications. The sample of the study consisted of 500 girl students. This study revealed that the educational achievement of low anxiety group of students was highest and there was no significant relationship between frustration level and educational achievement. The study also showed that there was a significant relationship between adjustment and anxiety and frustration and the science students had more anxiety and more adjustment ability.

Patel (1977), conducted a study on achievement motive, anxiety, performance at the University examination and socio economic status of student teachers in the colleges of education in the state of Gujarat. The sample of the study consisted of 876 student teachers. The major findings of the study was that there was a significant positive relationship between achievement motivation and performance, achievement motivation and socio-economic status and socio economic status and performance. The study also revealed that the relationship
between anxiety and achievement motivation was negative but not significant.

Khattari (1982), conducted a study on the comparison of behavioural strategies of reducing examination anxiety in girls. The sample consisted of 400 graduate female students. This study concluded that the group relaxation techniques, group counselling technique and the systematic desensitization technique showed a significant reduction in examination anxiety.

Sundararajan and Selvaraj Gnanaguru (1993), conducted a study on Test Taking Anxiety of B. Ed students as related to their self confidence. The sample of the study consisted of 300 B.Ed students. This study has clearly revealed the positive and significant relationship existing between the self confidence of the B.Ed students and their Test Taking Anxiety.

Srivastava (1981), conducted a comparative study of two techniques of Behaviour Modification in reducing examination anxiety. The sample consisted of 300 undergraduate students. This study revealed that the two experimental groups showed significant reduction in examination anxiety scores whereas the control group gave evidence of significant increase in the mean examination anxiety score. It also
concluded that the self-desensitization procedure was a significantly superior technique for reducing examination anxiety in comparison to the group relaxation method.

Mohanty (1985), conducted a study on the effects of state-Trait Anxiety on class room learning and personal adjustment of elementary school pupils. The sample of the study consisted of 150 students. This study concluded that children at the elementary school stage distinctly showed experience of trait and state anxiety. Both trait and state anxiety had a significant negative relationship with adjustment of elementary school children.

Barinder (1985), conducted a study on general anxiety and test anxiety with reference to the environmental factors and Extraversion-Introversion of Delhi students. The sample of the study consisted of 200 college students. The findings of the study shows that there was a positive relationship between general anxiety and test anxiety. It also reveals that girls exhibited more general anxiety as well as test anxiety, than the boys and socio-economic status did not play any role in the case of boys, neither on their general anxiety nor on their test anxiety.

Christian (1977), studied about the fear of failure, hope of success, achievement motivation, anxiety and concern in the girls students of
Sardar Patel University in relation to their socio-economic status and performance. The sample of the study consisted of 500 girl students. The findings of the study were that there was a significant positive correlation between achievement motivation and student's academic performance. It also revealed that there was a significant negative correlation between performance and anxiety, and performance and hope of success and there was a significant positive correlation between performance and fear of failure.

Das (1978), conducted a study on the relationship between achievement in science and anxiety. The sample consisted of 300 high school pupils. The major findings of the study was that there is a negative correlation between science achievement and anxiety.

Sunita Sharma (1985), conducted a study on the impact of anxiety on academic achievement in science at higher secondary stage. The sample of the study consisted of 210 male students. This study concluded that higher achievers of science stream had a lower level of anxiety when compared to low achievers and verbal intelligence was held constant.

Trivedi (1995), conducted a study on the anxiety level and academic achievement of undergraduate students. The sample consisted
of 250 college students. The major findings of the study were that the anxiety and academic achievement were negatively correlated and girls had a higher anxiety level than boys.

Dr. Lokesh Koul and Dr. Satish Chandra Bhadnal (1989), conducted a study on the effect of unit tests on the test anxiety of high school students. The results of the study indicate that the use of unit tests with the knowledge of results during instruction is not helpful in increasing the level of achievement motivation of the students.

Gyanoni (1984), conducted a study to find out the nature and extent of relationship of need achievement, anxiety and age with frustration reactions. The sample consisted of 300 male students studying in various classes of different schools and colleges of Agra city. The findings of the study were that a significant increase in impulsive behaviour was observed, whereas impulsive frustration reaction increased with age but a significant fall in the particular reaction was observed after the age of 20 years.

Nijhawan (1982), conducted a study on a sample of disabled children, belonging to the 8th and 9th class of Punjab and Haryana to find out the relationship of socio economic status and examination anxiety.
The study revealed that the lower class children exhibit significantly more anxiety than the upper class children.

Boyer and Gillies (1972) conducted an investigation on the social and emotional anxiety among deaf and partially deaf children. The hypothesis was that the partially deaf children have more social and emotional problems than the severely deaf children. However no significant difference were found between partially and severely deaf children in their social and emotional problems.

Patel and Kapadia (1983) studied the anxiety among school going children. Boys studying in secondary school experienced less social anxiety than girls. Secondary school children from economically higher status experienced less social anxiety than those of lower groups.

Purandare (1984), conducted a study to find out the effects of the various strategies on the shape of the serial position curve in the case of high and low anxious students. The results of this study shows that the high anxious and the low anxious subjects did not differ in types of errors made during the serial verbal learning.

Malik (1978), conducted a study to investigate the relationship between self disclosure, self acceptance and anxiety. The sample
consisted of 300 college students from Agra University affiliated colleges by the stratified random sampling technique. The findings of the study was that self disclosure had no significant relationship with anxiety, while self acceptance had a negative relationship with anxiety among college students.

Philips (1962), conducted a study on sex, social class and anxiety as sources of variation in school achievement. Adolescents (N = 759) were used as sample for the study. This study revealed that the females had higher anxiety than males, and high anxious subjects had lower achievement and intelligence scores.

In a study by Frost (1968), on children whose average age eleven, indicated the relationship between anxiety and academic achievement. It showed a complex interrelationship between types of anxiety, types of achievement and sex of subjects.

Misra (1979) studied the incidence of anxiety among teachers. One hundred student teachers were randomly elected from the B. Ed class. The result have shown certain significant differences on the diverse activities of student teachers.
Arora (1986) conducted a study on teachers anxiety at different levels of their job satisfaction. One sixty teachers of intermediate college were used as the sample of the study. Result revealed that the anxiety is negatively related to job satisfaction. As the statistic level decreases, the anxiety level is found to be increasing in teachers.

Subramanyam (1989) in his recent study associated anxiety and class room communication of the B.Ed students. He found that a negative association between anxiety and teaching performance. Students with high anxiety did not perform well in their class room communication.

In the study by Chaassal and Thomas (1968) found no relation between anxiety scores and teaching performance in case of women teachers while the two were found to be related in the case of male teachers.

Researchers like Parsons (1971) and Rothweld (1971) also did not find any significant relationship between anxiety and teaching competence. They found that anxiety was negatively associated with teaching competence.
Singh (1972) in his comparative study, found that the teachers in service irrespective of sex had less anxiety than those under training. Among the student teachers, the males had greater anxiety than the females. The female teachers both in service and under training had almost the same level of anxiety. The male teachers in service was found to be more anxiety ridden than the male student teachers.

According to Gaudry and D. Spielberger (1971) examination anxiety essentially interferes with problem solving in test situation. The test anxious response is the knowledge by which the child feels that he is or with be in a situation in which an authority figure will in some way pass judgment on his adequacy.

Prabhabait Devi (2004) conducted a study on anxiety level among college students. This study revealed that the girls had higher anxiety than boys.

II. Studies Abroad

Clavin. Allen and others (1957), conducted a study on the relationship between anxiety and classroom examination performance. They have indicated that anxiety can be reduced and test scores subsequently improved by the technique of providing students with
opportunity to write comments about their answers to objective questions.

Mc. Keachie and others (1955), conducted a study on relieving anxiety in classroom examinations. They have indicated that anxiety can be reduced and test scores subsequently improved by the technique of providing students with opportunity to write comments about their answers to objective questions.

Hastings (1944), conducted a study on tensions and school examinations. The investigation was designed to study the effects of anxiety upon test performance. The investigator has employed physiological measures of emotion to this study. The conclusion of the study seems to be that test cause anxiety and anxiety precludes optimum performance.

Kaye, Donald and others (1953), studied on the effect of test anxiety on memory span in a group test situation. The investigator has used the questionnaire approach to this study. The conclusion of the study seems to be that tests cause anxiety and anxiety precludes optimum performance.
Waite, William (1942), studied about the relationship between performances on examinations and emotional responses the investigator has employed physiological measures of emotion to this study. The conclusion of the study seems to be that tests cause anxiety and anxiety precludes optimum performance.

Rabelo (1987), conducted a study on test anxiety and Brazilians College entrance examination. The main objective of the study is to find out relationship between test anxiety and performance in the entrance exams. The sample consisted of 250 students. The study revealed that there was an inverse relationship between anxiety and performance.

Lawson (1991), conducted a study on test anxiety and achievement in college students. The sample of the study consisted of 154 students. The state-sub scale of the test anxiety inventory was used as the tool for the study. An achievement test was also conducted. This study concluded that there was a negative relationship between test anxiety and achievement.

Bednarck (1985), conducted a study on test anxiety, helplessness, mastery orientation under experimental conditions of success and failure. The sample consisted of 210 high school students. The major findings of the study was that the students having a high level of test
anxiety are poor in problem solving and performance than the low test anxious students.

Cotler, S. Sholdon and Richard et. al (1970), conducted a study on the effect of test anxiety, sex of subjects and type of verbal reinforcement on performance of elementary school children. The sample of the study consisted of 287 students. The findings of the study shows that anxiety and achievement are negatively correlated and the girls are more anxious than boys.

Sarason et. al (1960), studied about refer ought the relationship between anxiety and self image. This study revealed that high test anxiety students were poor in achievement and are found to have poor self image.

Schuster, Lois (1985), conducted a study on the personality correlates of test anxiety. This study arouse out of concern for the debilitating effects of test anxiety on academic achievement. It has been proposed that the presence of these personality variables, particularly trait anxiety, may indicate that some students experience a more generalized academic anxiety and for these test anxiety may be just one aspect of academic anxiety.
Joseph Cheryl (1985), conducted a comparative experimental study and investigated the impact of hypotherapy on test anxiety and test performance in adult learners. The sample of the study consisted of 36 college students. The results revealed that hypotherapy was significantly more effective than either test preparation treatment or the non-verbal treatment in reducing test anxiety and improving test performance. An inverse relationship between test anxiety and test performance was also established.

Feldhusen et. al (1965), conducted a study to find out the relationship between anxiety and achievement. The sample consisted of 200 college students. The results of the study shows that anxiety and achievement are negatively correlated.

Gharibha Awas (1998), conducted a study on the influence of anxiety on students academic achievement during test taking at Kuwait University. The findings of the study reveals that the higher anxious male and moderate anxious female students perform better than low and moderate anxious female students perform better than low and moderate anxious males and low and high anxious females in the final examination.
Angelo Health (1997), conducted a study on a study of "Individual defense against anxiety in the high anxiety organization". The findings of the study reveals that, if structures and processes are put in place to help organizational members working with anxiety they defend against it in ways that lead to deterioration of individuals and organizational performance.

Bonner Ann (1998), conducted a study on 'the anxiety of students facing pre practical and practical anxiety and concern about practicum of college human service major'. This study concludes that there is no change in anxiety level due to pre practicum class and there is no evidence that anxiety acts as a predictor of persistence.

Chesker, Belty, Elaine (1991), conducted a study on 'Directional relationship between anxiety and alcohol consumption among African-American Women'. This study concluded that it was not possible to evaluate the temporal order of the relationship between anxiety and alcohol consumption.

Mathew Meador (1999), conducted a study on 'self reported level of anxiety and depression among law students'. This study revealed that the law students have higher level of depression and anxiety.
Nwankwo and Kemjika (2003), conducted a study on ‘relationship between test anxiety and academic achievement of secondary school students in Anambra state of Nigeria’. The findings of the study revealed that the nature of the relationship between test anxiety and academic achievement for the low, moderate and high test anxious students in an inverse one.

Pishgahj and Alireza (1985), conducted a study on a personalized arithmetic lesson and its relationship to anxiety among school children. This study concluded that the students with high Maths anxiety group show lower achievement. It also revealed that the personalized instructional content have more positive attitude towards instruction and have less anxiety and high achievement.

Teemant, Annela (1997), conducted a study on ‘the role of language proficiency, test anxiety and testing preferences in ESL students test performance in content area courses’. This study concluded that anxiety was found to be strongest predictors of student content area test performance.

Whitte More, Prederick (1996), conducted a study on ‘changes in Attitudes and Anxieties towards teaching of interns and traditional student teachers’. This study revealed that the significant percentage of
both the groups showed a reduction in anxiety and reduced positive attitude towards teaching as profession.

Yu, Shu-May (1991), conducted a critical analysis on ‘the influence of hands on science process skills training on preservice elementary teachers’ anxiety and concern about teaching science activities in Taiwan’. The result of the study shows that the hands in science process training was significant in reducing and changing preservice elementary teachers’ anxiety about teaching hands on science activities.

**Critical Summary of the Review**

Review of related literature helps to link the previous researches with present research. A review of the related literature in the area of examination anxiety and academic achievement presented in this chapter has helped to give adequate insight into the nature of the problem under study. These studies have helped the investigator to locate comparative data useful in the interpretation of results. It also has provides ideas, theories, explanations, hypotheses or method of research, valuable in formulating and studying the problem.

The investigator has gone through the Indian as well as Foreign studies, which are related to the present study viz., the examination
anxiety and academic achievement among prospective teachers. Different studies reviewed showed the relationship between examination anxiety and academic achievement.

Many researchers have obtained conflicting results with regard to the variables of the study. Majority of the studies revealed that there exist a negative relationship between examination anxiety and academic achievement. The major findings of the studies conducted by Das (1978), Rabelo (1987), Trivedi (1995), Lawson (1991), Colter S. Sholdon and Richard et. al (1970) and Feldhusen et.al (1965) showed that there exists a negative correlation between examination anxiety and academic achievement. Other studies concluded that there exists a positive relationship between the variables of the study. The researcher felt that a systematic study of the effectiveness of examination anxiety would throw light upon the problems faced by the prospective teachers.