CHAPTER – 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The phrase review of literature consist of two words, Review and Literature. The term "review" means to view carefully repeatedly and literature means the knowledge, information related to that field. The Review of the literature in educational Research provides us with the means of getting the information in our particular field of knowledge. New researcher learnt what are the studies already undertake and what remains still to be studied, he/she cannot develop a research project that will contribute to further knowledge in our field. Thus, the Literature in any field forms the foundation upon which all the future work must be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and nave. Although the importance of a thorough review of literature is obvious to everyone, because the insight and knowledge gained by the review inevitably lead to a better designed project and greatly improve the chances of obtaining important and sufficient result.

The review of related literature is a key step in the research process. According to Wood and Haber (1995) literature review is an extensive, systematic and critical method reviewing the most important published scholarly literature on a particular topic. The major purpose of reviewing the literature is to determine what has already been done that relates to one's problem. Another important function of review is that, it points out research strategies, specific procedures and necessary instruments that have and have not been found to be productive, in investigating one's problem.

2.1 Fear in the Classroom: An Examination of Teachers' Use of Fear Appeals and Students' Learning Outcomes

This study examined the impact of teachers' use of fear appeals and efficacy statements on student affective learning, motivation, likelihood of taking a course with the instructor, and likelihood of visiting with the instructor for help. The results suggest that fear and efficacy interact to more positively influence students' perceptions of these variables compared to the use of fear alone. Pedagogical implications as well as suggestions for future research are discussed.

2.2 Examination Phobia among Secondary Level Students Sufiana Khatoon Farhat Parveen

The findings of the study reported that fear of examination affects the academic performance of the students in the examination and they could not perform according to their knowledge due to fear of examination as they forget the answers of some questions during examination due to nervousness and fear of examination. A significant number of students answered their mind go blank before start of examination and they could not depict their knowledge on paper due to limited time pressure allowed for paper.

2.3 Examination anxiety: a school-based intervention

The general issue of children's mental health has become a growing concern in the UK in recent decades. There has been a specific concern about the increased stringency and pressure of formal educational assessments with some students reported as, experiencing high levels of test anxiety. This paper investigated a school-based test anxiety intervention Beating Exam Anxiety Together (BEAT) developed by educational psychologists from Kent EPS and delivered to two secondary (high) schools in the North-West of England for students aged 15–16 years. No comparison group was used, instead single participant cases were observed at two points: one before the delivery of BEAT and another after the intervention. A mixed methods approach was employed to provide a rich account on how the intervention was delivered. Quantitative data from the experimental study, using the Revised Test Anxiety Scale (RTA), show that 13 out of 14 participants reported a reduction in test anxiety post intervention. Qualitative data strongly support the quantitative findings, highlighting that participants feel better equipped to manage their test anxiety levels and feel better prepared to cope in an exam situation. Implications for pastoral staff supporting in schools, and future research, are considered.

2.4 NEP 2020: MANODARPAN (MIROR OF MIND)-AN INITIATIVE FOR PSYCHOSOCIAL SUPPORT AND MENTAL HEALTH PROMOTION

UNICEF in its report has mentioned the status of the mental health of the school children, adolescents and health experts during the COVID-19 pandemic. The mental health of the population in general and the children in India in particular have been affected in many ways due to the risk and restrictions posed by pandemic. The outbreak of the global pandemic had presented a challenging time for everyone around the world. This has increased quarantining behaviours and anxiety among the people. Children and the people have suffered a lot during these times and encountered many personal and family issues. As the schools were shut down and restrictions were implemented, many of the children were staying away from family, friends, classrooms and playground. Hence there was a need for the promotion of mental health and its treatment. The steps were initiated by many countries to help the affected children across the globe and to provide effective and productive solutions. The Government of India has also taken the initiative to support the children to provide psychosocial support in comprehensive manner in the critical times and thereafter. The Ministry of Human Resources Development (MHRD) came out with the great ideas through an expert consultation and prepared the comprehensive and effective program called as 'Manodarpan' under Atmanirbhar Bharat Abhiyan. This paper deals with the major highlights of this initiative end its activities for promotion of mental health and preventive measures.