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**Stress Influence on First year Students in
Examination.**

**The Case of Study: First Year LMD Students at
University of Abd El Hamid IbnBadisMostaganem**

**Dissertation Submitted in Partial Fulfillment for the Degree of Master in
Didactics and Foreign Languages.**

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Dedication

I am very delighted to dedicate this work to light of my eyes: my parents for their support throughout my studies.

To my brother and my sisters

To my friend: soumia

To all my teachers throughout the period of study

To everyone who encourage me to accomplish this work

Acknowledgements

First of all thanks to “Allah” who is always with us, helps me to realize this work

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My gratitude goes also to all the teachers of Ab El Hamid IbnBadisuniversity who taught me during my studies

Special thanks to the persons who helped me and encourage me to complete this work

Abstract

This present study aims at investigating the influence of exam stress on LMD1 students. It also aims at exploring teachers strategies to overcome the stress problem among university students, especially first year students. In fact, first year students prone to be stressed because of many reasons such as: moving away from parents and home, being responsible for the first time, and the new university environment. This research introduces theoretical background given by different scholars ,which highlight the influence of stress on individuals, especially on first year university students. Besides, we explore the influence of stress on the performance of learners in examination and the strategies that could be adopted to overcome learners stress. To collect quantitative data, we distributed a semi-guided questionnaire designed for (40) LMD1 students at Abd El Hamid Ibn Badis university in Mostaganem, and interviewed their teachers to gather qualitative data , mainly related to techniques to reduce the stress of learners before and during the examination. The findings of this research have showed that first year students feel stressed, especially about examinations, and the major reason of this phenomenon are lack of self-confidence and lack of preparation .Most of English teachers suggest that, being self-confident with well prepared, can help students reduce their anxiety.

Key words:

Stress, Examination, LMD1 Students, Performance, Teachers' Strategies

List of Abbreviations

APA: American Psychological Association

LMD: License, Master, Doctorate

IJHSR: The International Journal of Health and Research

GJMS: The Global Journal of Multidisciplinary Studies

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General Introduction

The stress issue has become a sensitive phenomenon among university students, which affects their performance in the learning process. This problem affects learners psychologically, and physically. University students suffer from stress and anxiety, because they move away from home and stay far from their parents who have been their support, and they start to be responsible for their problems which they face alone.

From another angle, exam stress is affecting university student. This has been a major problem for many years, since examination is considered as an important instrument in which the students deliver their academic performance. Hence, they are stressed especially, when they are not prepared well, having family problems or when they are not self-confident. What motivates me to deal with this topic is that, I have noticed many cases in which students get stressed when taking the exam, and their attitudes were different from one to another.

This study is carried out to know the influence of stress on the performance of first year students in examinations, and the reasons behind this phenomenon.

Then, the appropriate teaching strategies and techniques are suggested by teachers to manage students stress before and during the examinations. We use the following questions as guidance:

- 1-To what extent can stress influence the performance of LMD1 students in examination?
- 2-How can teachers manage the students' stress about examinations?

We hypothesized that, students who suffer from stress about examinations, are going to have low grades, and those who have less stress influence, they are more likely to get better results in examination. However, if teachers adopt successful strategies and provide psychological support, students will better manage their stress while taking the examination.

The research is divided into three chapters: the first chapter is about the types, the effects, and the origins of stress in general. Then, we specified stress issue in education, and how it influences students' performance. In addition, we dealt with stress among university students especially, in examination, and to know the reasons behind this problem.

Besides, we have introduced the stress management at the level of education, mainly in examination as guidelines to students to so as to reduce stress before and during the examination.

Other solutions can be adopted to help students overcome their exam stress.

The second chapter is the practical part describing the analyses of the findings. The tools that we have used are qualitative and quantitative methods; questionnaire designed for first year students at university of Abd El Hamid Ibn Badis-Mostaganem, to check the reasons behind the stress about examinations. The Other data collection tool is, an

interview which is designed for English teachers that aims to reveal the different strategies that teachers apply in overcoming the stress of learners about examinations.

The third chapter indicates the discussion and the interpretation of both questionnaire and interview, and presenting some recommendations and suggestions for teachers and learners.

Chapter One:
The Review Of Literature

Introduction

Stress has become a sensitive problem that affect, and upsets people in their daily life by different circumstances, and stressors . This problem has also an impact on the educational side, in which students suffer from, especially those who have already experienced a new environment like university. So, this part is devoted to some theoretical points such as: defining the stress issue, and its types, effects, and the sources that lead a person live in stressful situations .Then, stress at the level of educational side, mainly among university students, and especially those who suffer from it during examination. Besides, managing stress is considered as a solution to this problem at the level of education and especially stress before, and during examination. As well as the role of educators and parents in overcoming students stress, and help them to achieve positive performance.

1.1. Definition of stress

According to (Bernstein et al, 2008) stress is considered as a negative, emotional, cognitive, behavioural, and psychological process that appears when a person tries to deal with stressors, which are defined as situations that influence the daily functioning of an individual and lead people to make adjustment (Auerbach & Grambling, 1998).

Stress is an event, or situation that leads people to feel tension, pressure, anxiety, and anger. Moreover, other people define stress as the response of existing circumstances, which include psychological changes such as: Increased heart rate, and muscle tension. Emotional and behavioural changes. Besides, Auerbach & Grambling (1998) argue that stress lead to serious problem if it is not controlled and managed effectively. So, when a person is exposed to chronic stress, he is likely to have both physical and mental illness for example: heart disease, anxiety disorder. The field of health psychology focuses on how the stress problem impacts the function of the body, and how can the management of stress prevent the diseases, and illness.

“Stress has focused upon stimulus as an external or internal negative force impinging on an individuals’ emotional , or psychological response to external or internal environmental events ...” (Naidu, et al, 1985).

They argue that Stress problem has a negative influence on the external effect such as, the physical behavior as well as the internal side related to the feelings of human being .

“ Psychological stress is used as a construct which designates a broad class of events involving interaction between extreme environmental stimuli and the adjustive capabilities of the organism “

Sudarshan, H.(1993). Personality, Stress and Problem Solving, p, 21.

Stress in psychological field is considered as means to stimulate external interaction which has effect on the organism abilities of an individual.

1.2. Types of stress

According to the American Psychological Association (APA), there are different types of stress: the first one is called "Acute stress", which is short-term stress and it is the most common way that occurs. This type of stress is caused by thinking about the pressure of certain events that appeared recently, or the coming demands of the near future. For example, if someone is involved in an argument that caused him to be upset, he may feel stressed about these triggers. However, the stressed problem is going to be reduced when the triggers are resolved. The short-term effects include: headache, and an upset stomach. The second type is the "Episodic acute stress". At the level of episodic acute stress, people suffer from acute stress, or who they live frequent triggers of stress, they have episodic acute stress. And a person with poor organization can find himself suffering from this type, which causes irritability that affects relationships. An individual who feels worried too much, can also face this kind of stress. Finally, "Chronic stress" is another type of stress which occurs when an individual lives difficult events such as; family problem, unhappy marriage, or ongoing poverty. Chronic stress can be unnoticed, and a person can become used to it, unlike acute stress which is new, and sometimes has an immediate solution. Chronic stress can be part of a personality of an individual.

1.3. Sources of stress

According to (Berstein et al, 2008) sources of stress are circumstances and events that cause troubles, threaten the daily function of people, and lead them to make adjustments. These sources are called stressors (p.519).

Stressors are demands, and factors made by internal, or external environment that influences the balance of human being, affect the physical, and psychological well-being of an individual. They require action to adjust the balance of people (Lazarus & Cohen, 1977). So, negative events, life changes, and daily life troubles are considered as major factors that make individuals live stressful life and affect them negatively.

Auerbach & Grambling (1998), consider catastrophes as unexpected events that threaten the life of people and push them to be unable to cope with it. For example, floods, fires, earthquakes and other catastrophes. Besides, life changes for instance, losing job, divorce, illness, death of one member of family, can be considered as stressful situations for everyone.

Daily troubles are considered as the pressure, and annoyances which can be related to a job of person, situations of daily life, and personal relationships (Bernstein et al, 2008).

1.4. Effects of stress

It has been said that an individual can have anxious thoughts, and problem of concentration or remembering because of stress problem. And these problems can change the behavior of people such as; nail biting , heavy breathing, and hand writing . When people are stressed, they may feel cold hands and feet, butterflies in stomach, and sometimes increased heart rate. These are common psychological effects of stress, and they can be related to anxiety (Auerbach & Grambling , 1998).

Generally, physical and psychological response to stress are related and occur together , especially when stressors are more intense. One category of stress response can affect other responses . For example, the mild chest pain may cause the psychological stress response of worrying about getting a heart attack. The escape from a terrible accident or any threatening events can cause a physical response, an individual can have a rapid breathing , increased heart biting , and sweating . These reactions are known as the fight-or-flight syndrome. The psychological responses to stress can occur when emotions change as; thoughts, and behaviors (Bernstein, et al. 2008).

2. Stress in education

According to the International Journal of Health Science and Research, p. 7. Stress in education has become big issue among university students, especially those who are in their first year. They prone to stress problem because of the new environment . First year university students started to go far from their home, and their parents who have been their support from childhood

Stress can be very damaging when students' stress become excessive , it can affect their health, happiness , studies , relationships , and personal development. Besides, there are different reasons that lead to stress among university students such as: being at the new university environment, making new relationships, the competitive circumstances and exams, lack of proper time-management techniques and facing parental pressure. The new university environment makes students stressed because they change their environment. They left and are away from their parents, they start to be responsible on their new life. These factors lead to the students 'stress and make them endure. The next point is new relationships that have a significant role in stressing students. When the students find themselves in front of new people, from different places, religions and different accents ; they are going to be anxious when dealing with them. In addition to that, the competitive environment and examination lead to stressful situations . So, students look for better

grades and they think that competing with others to feel better and that creates problem for them in their learning process. Finally, lack of proper time-management techniques and personal pressure are considered as another reason of students' stress. When students do not know how to organize their time of studying, especially in revising for exams, they are likely to face stressful situations and this influences their academic performance. Also, parents who are always pressing their sons to get a higher grades and punish them when they fail, students are going to feel under pressure and be afraid, which leads to the influence of the learning process.

2.1. Exam Stress

According to the Global Journal of Multidisciplinary Studies, p. 3 Stress examination among university students has been a sensitive issue for many years. University students experience high stress because of the lack preparation, their studying style, lack of the needed information and problems at home. In addition to that, the negative thinking about the examination, the students think about the failure and they are going to have bad grades. So; that leads them to face pressure and being stressed. Moreover, when the stress problem is excessive the student prone to anxiety before, and during examination and that influences the academic performance.

According to Raina. (1983), being stressed a bite about examination, means that the students think about the results, and that pushes them to work hard to get better grades. But when anxiety caused by examination stress reached clinical and sub-clinical levels, it prevents the ability of students to perform at their potential which lead to a great sense of distress.

Alan (2001), state that stress during examination is sometimes attributed to the fear of failure, and can lead to a negative influence on the self-esteem of the students. When students have excessive fear or stress, their academic performance is going to be influenced negatively. Besides, examination anxiety and stress cause a cognitive effects such as: difficulties in the memory as remembering information, and that affects the performance of students.

“Social polls demonstrate that students perceive the exams as a duel of questions and answers, as a sever torture as intellectual and emotional overload, which hampers not only the academic performance of the students but, exert the negative impact on the students' personality, and their outlook for the life also” Sharma,(2018).p,1.

Students consider exams as a source of a negative influence on their performance and personality also, especially when they read exam questions, they feel stressed and pressed.

2.2.Reasons of stress exam

According to Sharma (2018), There are different reasons which lead university students to stress problem about examination. One of them is the lack of preparation and planning, parental expectation and the competition between peers . Students who have not prepared for the exam or they have started revising as soon as they get their exam time table , they are likely to face problem of passing time for the exam. They can not revise all the lessons they have, especially if the syllabus is long. So, that makes them feel stressed and tense . Besides, the expectation of parents from their sons to be perfect , and get higher grades forgetting that not all the students are at the same level of studying . Here the students are going to feel pressed by parents and that lead them to live a stressful situation. The fear from parents prevents students to perform successfully in the examination. In addition to that, the competition between peers is considered as another cause of stress in examination. Students who are always seeking to compete others and trying to get better results and being perfect than others, their performance is going to be influenced negatively , in which students focus on the goal instead of the process itself . As result students prone to live stressful situation. Then, inability to handle academic pressure. Most of the students learn courses to develop their grades. That means there are some students who work hard but do not get good marks. It all depends on their skills and abilities which lead to the increase of stress problem.

2.3.Role and responsibilities of parents in academic stress

It is widely acknowledged that parents play a significant role in the cognitive , social and emotional development of their children . Parents provide their children with socialization , cultural, and social norms , they prepare them to engage with the community where they live (Miller & Goodnow, 1995). There for, the family is considered as the first school for a child and it is an important source of rising the expectation. Parents play a significant role in influencing their children positively or negatively on the academic performance.

According to Molnar. (1979), parents education and the environment of home have an interesting role in the academic achievement of the students. For instance, students who live in a positive atmosphere at home and their parents encourage them, they are likely to succeed in studying. Family climate and level of adjustment are related (Shah & Lakhera. 1986). When parents involve their children in positive way , they are going to adjust positively on the social side , and in academic achievement. However, negative treatment and mis-behaving parents, lead students to face stressful situation, in which the academic performance is weak. Parents sometimes, expect from their sons to be perfect and get higher grades and goals, and when students are unable to reach

the expectations of their parents, they accuse them of being lazy and that lead to the mental disorder of depression, and stressful situations.

3. Managing stress problem

According to Dianna (2006), Stress management interventions are planned to help individual to control the negative stressors and events and the negative results on people health, by changing their way of thinking and emotional responses to the stressful circumstances. Besides, stress management at the level of psychological side, is applied to adequate the function of individuals who have difficult situation in their social, or in the occupational side. A person who knows how to cope with the difficult and stressful situation, he is likely to get rid of all the stressors that he faces.

3.1 .Managing stress at the level of education

Anthony (2011), states that young people and parents should be part of the educational program and curriculum in schools, universities and colleges to reduce stress issue among students. As governors, they should apply this aspects as an essential part in schools, and universities. For example, organizing sessions of raising self-esteem and reducing stress and anxiety of students at least each week, so that students who suffer from stress problem. They can have the opportunity to express their feelings and reducing their pressure.

4 .Managing exam stress

According to Dawn Hamilton (2003), there are different points that students should follow to manage their exam stress before, and during examinations. Firstly, students have to know how to prepare for the examination, they are going to overcome with stress problem if they understand how the memory works, knowing both retention and recall (the ability to learn and memorize information, and the second one is, the ability to remember this information effectively). So, these process are considered as a positive skills for taking exams. If the students know how to improve them during their revision, their stress about examination is going to be decreased. Besides, managing time revising effectively is one of the successful techniques to overcome with stress exam. Students need to organize their time during the revision period, and know how to revise effectively. For instance, when students revise their courses after class and rewriting them in a clear and a legible way, during revision period things are easier, and when there is any problem of understanding after the class, students can ask their teacher about their lessons. So, when it comes to revising, the learners will be confident and revise effectively.

Additionally, choosing the appropriate place for revising is very helpful. The conditions and the surrounding where the students do their revisions, have whether a negative or a positive influence on the students. Therefore, the learner should select a positive atmosphere and an appropriate place where he can revise effectively and feel comfortable.

4. 1. Role of Educators in managing exam stress

According to (Kumar & Midha, 2000, P, 220). Teachers play an important role in helping their students to overcome the stress examination. Before the exam, teachers should plan effective study skills by following a specific schedule to make their lessons organized, with good time management and try to do exercises each time to enrich the students' memory and checking their understanding. Consequently, students are going to find themselves familiar with the lesson. Besides, planning for the learners extra sessions to do more revisions for the exam, and giving a chance for students to ask questions about the lecture, is very helpful to get a better understanding. Moreover, advising students to get enough sleep before taking the exam and encouraging them by raising their self-esteem, have a positive impression on students' performance during the examination period.

4.2. Parents Role In the Management of exam stress

(Kumar & Midha, 2000, P, 221), state that the family members especially parents, represent a significant influencing on children. They can affect them either positively or negatively. Students need a positive support from their parents to cope with exam stress problem. Thus, parents should take into consideration different techniques such as, changing the habits of their children by engaging in positive activities as practicing sport in order to help them to reduce their stress. They also try to know the worries of their children like being friendly with them in order to make them talk about their stress at university, especially about their fear from the day of the examination. Additionally, following the same strategies done by teachers as advising them to take enough sleep, and each time raise their self-confidence. Parents should help their children to choose their friend who are positive and support them in their study. Since friends have a sensitive influence on the personality of a person.

Conclusion

To conclude, in this chapter we have dealt with some theoretical concepts related to the stress problem among university students. Firstly, we have given a brief view about the stress in general and at the level of the psychological side with its types, sources, and effects on the physical and psychological aspects of people. In addition to that, we have specified this phenomenon at the level of education, especially among university student and the major reasons that put them under pressure about their studying at the new university environment, especially in exam. To handle solutions for this issue, we have dealt with the role of educators and parents in overcoming learners stress about examination.

Chapter Two:

Data Analysis

Introduction

This chapter is the practical side of the research work .At the first stage, we are going to describe the sample and identify the profile o both students and teachers. In addition to that, we are going to analyse the data tools which are students' questionnaire and teachers' interview. Questions targeted to both teachers and learners where open-ended questions and yes/ No question to give teachers and learners the opportunity to express them selves and speak about their opinions and ideas freely. So, we expect from this study to confirm or disconfirm our hypotheses about the stress influence on students' performance in examination, and teachers strategies in managing students' stress about exam.

2.1. The Population Sample

In this study, the sample is first year LMD students in the department of English at university Abd El Hamid Ibn Badis in Mostaganem. We dealt with Forty (40) students from a total population of first year LMD students. Also, the participants are selected from different genders :males and females . The aim behind choosing first year students is because they are new students at new university environment. They are asked to answer honestly about the reasons behind their stress in examination. Secondly

we designed an interview for teachers of English at Abd El Hamid Ibn Badis university, which are devoted to novice and experienced teachers . The aim behind choosing that is to know what they suggest as successful techniques to manage learners' stress about examination.

2.2-Instrument of Data Collection

The two tools that have used in this study to collect data, are the students questionnaire and the interview for teachers of English language.

2.3- Questionnaire

In the present research, we directed one questionnaire, which is data collection tool for first year LMD students. This questionnaire is composed questions of multiple sections, each section contains differentquestions. Besides, students are supposed to add a tick in the corresponding boxes after each question and a number of open-ended questions with space to fill. The finding of this questionnaire will help us to know the exact reasons that lead

students feel stressed about examination . In order toknow if teachers and parents support them or not to get rid of this problem.

2.4- The Interview

Teachers interview is a procedure that contains (6) questions to know their suggestions and strategies in overcoming students'stress during the examination . The first question is designed to know if the teacher is a novice or an experienced in teaching. The second question concerns teachers view over stress problem among university students, especially first year students . It aims at checking if teacher consider this phenomenon as serious problem or not. As well as, the following questionhighlight if teachers face situations, in which learners get stressed during examination. Besides, the fourth question is designed to know the reasons viewed by teachers that lead learners to be stressed about exam. I have selected this question to avoid this issue among university students. Question (5) is to know if teachers encourage their learners psychologically before and during the exam. The final one is about the suggestions of teachers to overcome the stress of learners before and during the examination.

2.5- Questionnaire Data

The questionnaire is used in this in this study as a mean of data collection , students' questionnaire aims at finding reasons behind students stress in examination. This questionnaire is divided into different section.

2.5.1. Analysis of Students' Questionnaire

2.5.1.1. Type of Learners

Gender

In our case study, we have found that females participants are more than males students.

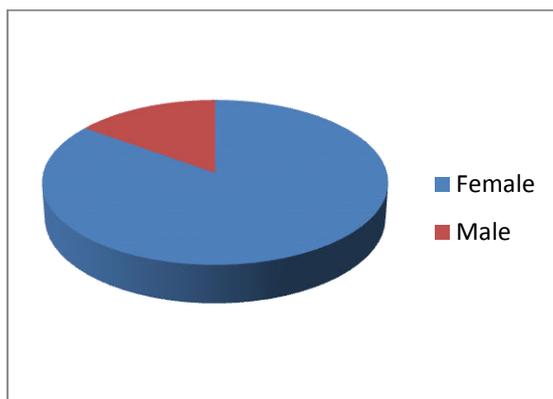


Figure 01: Number of Participants.

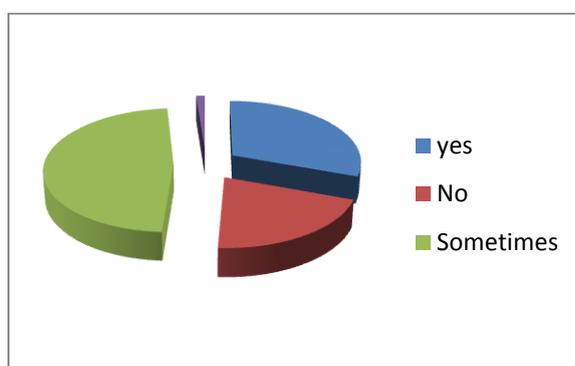


Figure 02: Anxiety in Daily Life

Most of the learners (77%) suffer from anxiety in their daily life, while others (20%) said that they don't this problem.

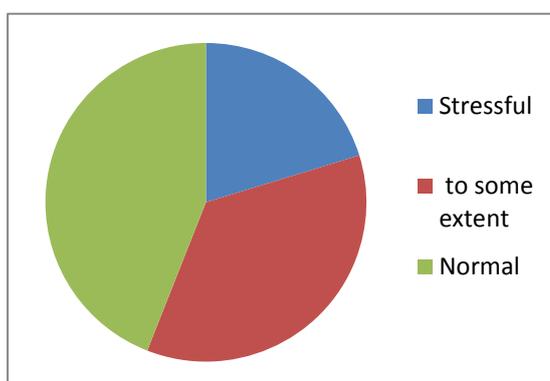


Figure 03: Anxiety at University

The majority of students (47%) feel stressed at the first day of university, and others (30%) they feel normal

2.5.1.2. Anxiety in Learning

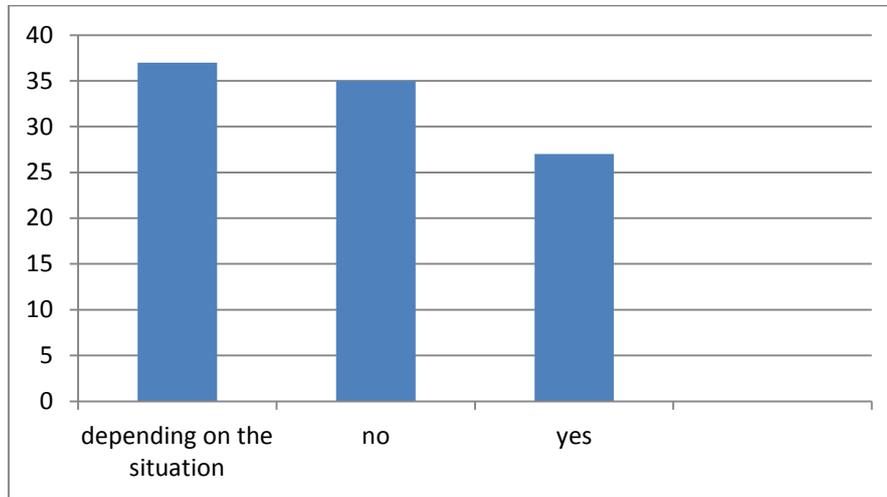


Figure 04: The Anxious Type of learner in the Classroom.

Most of university students (37%) get stressed in the classroom depending on the situation , (27%) of them feel stressed inside the classroom, while (35%) do not get stressed in classroom.

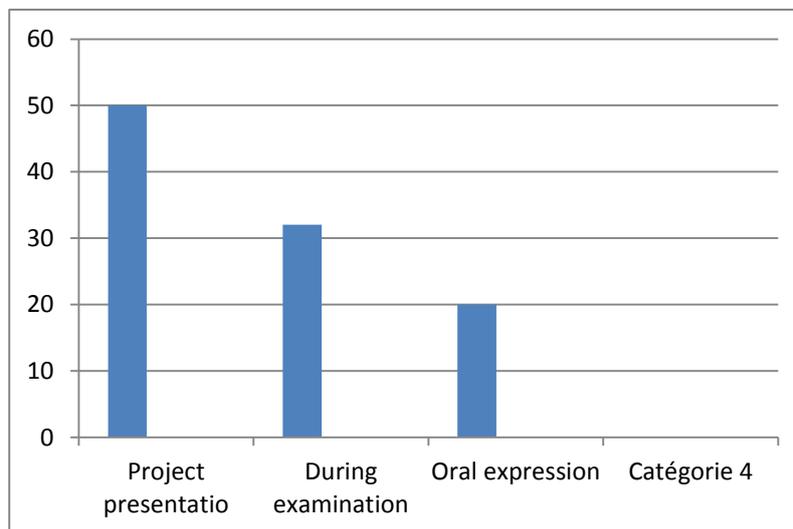


Figure 05: Stressful Situations.

The majority of the learners (50%) suffer from stress when doing project presentation, while (20%) of them feel anxious during oral expression, and others (32%) get stressed in during examination.

2.5.1.3. Learner in Exams

Options	Number	Percentage
Yes	19	47%
No	6	15%
Sometimes	15	37%

Figure 06: Stress as a cause of Failure

Most of the university students (84%) consider stress as a major cause of failure in examination, and the minority (15%) do not.

2.5.1.4 .Reasons of Stress Examination

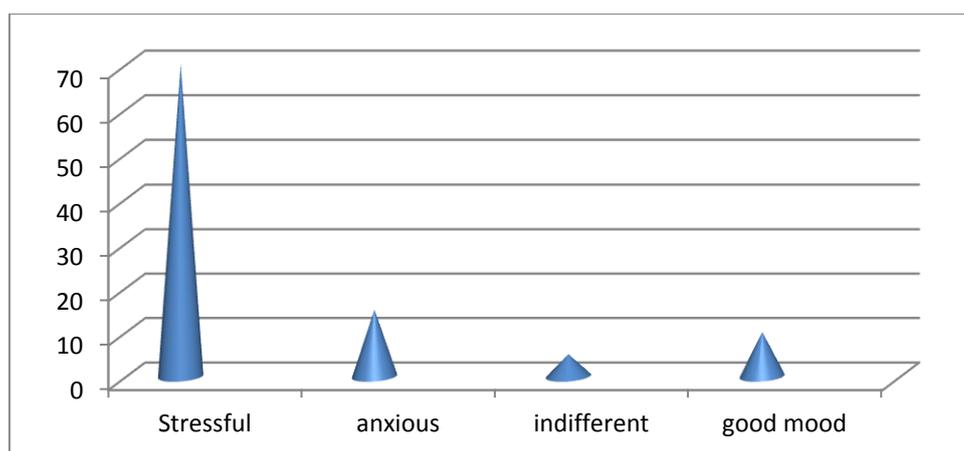


Figure 07: Students and Difficult Questions.

The majority of the learners (70%) feel stressed when they face difficult questions during the exam, while others (15%) feel indifferent and with good mood.

2.5.1.4 .Reasons of Stress Examination

Options	Number	Percentage
Lack of Preparation	14	35%
Lack of Self-confidence	17	42%
Parents and family problems	12	12%
The negative input of the teacher	3	7%

Figure 08: Reasons of the Learners 'Stress Examination

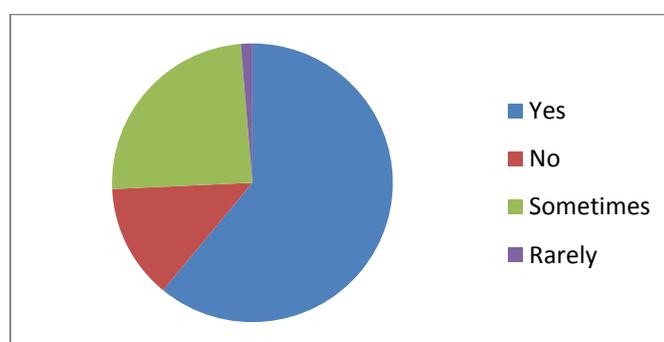
In this study, most of the learners (42%) consider lack of self-confidence as a reason of stress examination, (35%) see that lack of preparation one of the reasons that lead them to feel stressed, some of them (12%) declared that parents and family problems have role in the stress of the learners, while the minority (7%) say that the negative input of teachers is one of the reasons.

Options	Number	Percentage
Yes	32	80%
No	8	20%

Figure 09: Students' Stress about the Marks

The majority of the learners (80%) worry about not getting the marks during the exam, and (20%) of them do not.

2.5.1.5. Parents and Teachers Support



Figuer10: Parents support

In this study we have find that the most of the students (77%) said that their parents encourage them before taking examination, (10%) said rarely when they do, (12%) said that their parents never support them.

Options	Number	Percentage
Always do	6	15%
Not at all	6	15%
Sometimes	25	62%
Rarely	3	7%

Figuer11: Teachers Support

62% of the students said that their teachers sometimes encourage them before and during the exam, while (15%) said that teachers always encourage their learners, (15%) of the students declared that teachers do not support them, and (7%) of them said that rarely when they do

2.5.1.6. Students' Role in Overcoming Exam Stress

Options	Number	Percentage
Yes	16	40%
Never	5	5%
Usually	14	35%
Sometimes	12	12%
Rarely	3	7%

Figure 12: The Role of the Students in Managing Exam Stress

In this study a consideration number of learners (40%) answered that they tried to manage their stress during the examination, while (35%) of them said that they usually do , some of them sometimes they do. A few (7%) rarely do, and the minority (5%) never did.

3.1-Presentation of the Interview Results

In study, we have used an interview designed for English teachers as a data tool to know their successful strategies in overcoming students' examination stress. The interview designed for (9) teachers, which consists of (6) questions, each question is carefully designed for main purpose. The aim behind teachers' interview is to see if teachers adopt techniques to manage learners' stress about examination.

The interview analysis shows that, most of teachers are experienced in their teaching process. They consider anxiety as a serious problem for first year students, which can be managed somehow. Besides, most of teachers face situation in which students get stressed when taking the exam, because of different reasons such as: lack of self-confidence, lack of preparation, lack of time, overthinking about the marks, and their thinking about future job. Moreover, students' expectations from teachers; some students have the prejudice that a teacher will not give them an average grade even if they answered well. Also, family problems have a significant role in making learners feel stressed.

All the nine (9) teachers said that, they try to help and support their learners before and during taking the examination, by adopting different techniques such as: being self-confident which all the teachers suggest to prepare their students well for the examination. Also, some teachers suggest that, they try to organize extra sessions for them to do more exercises, and giving them chances to ask questions about the lesson. Moreover, they involve them to create kind of friendship with them to feel confident, love the session and trust the teacher. One teacher said that, if the teacher compare his way of teaching and find that the method of other teacher is successful, he should change it and apply the successful one to make the students less stressed. On the other hand, most of teachers declared that, during the examination, they advise learners to read the questions carefully, and to organize their time. Besides, each time they see a particular student getting stressed, they would talk to him individually and assured him or her.

Conclusion

In this chapter we have analysed the two data collection tools , which are the teachers interview and the students questionnaire to know why learners suffer from anxiety about examinations, and to know the teachers suggestions in managing the stress of first year students in examination. The questions are open-ended and yes/No questions for both questionnaire and interview that help us in analyzing the data collection.

Chapter Three

Discussion of Findings and Recommendations

Introduction

This chapter is about the interpretation and discussion of the results we obtained from both students' questionnaire and teachers' interview to prove the validity of hypothesis. Then we propose some recommendations and suggestions for both students and teachers to overcome the stress problem among university students about examinations.

3. Data Discussion and Interpretation of Students' Questionnaire

3.1. Students Anxiety outside and inside University

In this study, the results of students questionnaire describe that all students answered the majority of the questions. Based on the analyses of students questionnaire, our interpretations are built. The findings shows that, the majority of the participants are females students (85%) and others are male students (15%). From the results we noticed that the majority of learners (77%) sometimes suffer from anxiety in their daily life, while the minority (20%) do not. This explains that stress problem has spread among university students a lot. Also, nearly half (47%) confirmed that they felt stressed in the first day at university, while a less proportion (37%) felt normal, and (14%) said that they were very happy and exited during the first day. This shows that, stress has influenced the majority of the learners because of the new university environment.

3.2. Students Anxiety in Learning

The findings shows that, most of students (37%) felt stressed depending on the situation, and more than a quarter (27%) of them replied that they are originally from the anxious type of learners in the classroom, and others (35%) declared that they do not. This means that, the students feel stressed when the environment that triggered in them the feeling of anxiety. And when we asked them about the situations which make them stressed, most of them (50%) considered that, doing project presentation made them feel anxious, (32%) complained of feeling stressed when taking the examinations whereas the (20%) regarded oral expression as the principal factor of stress. These results determined that learners got more stress when they have presentation to give, more than other factors.

3.3. Reasons of Stress Examination

Besides that, nearly half of university students (47%) considered stress problem as a major reason of failure in examination, while (37%) rectified saying that it is sometimes considered as reason, and the others (15%) said that is not a major reason of failure. It means that their thinking about the

failure has an impact on them and lead them to be stressed. On the other hand, when we asked them about the reasons that lead them to be stressed, the majority of them (42%) said that lack of self-confidence is the main reason of being stressed, (35%) see that lack of preparation as a cause of this issue, and those who consider family problems as a reason are (12%), while the minority declared that the negative input of teachers is the reason behind their stress, one student which his age is about (40) said that lack of time is a major reason of being stressed. So, lack of self-confidence has a significant role in the problem of university students' stress. As another point, worrying about getting the overage is one reason of being stressed; most of the students (80%) worry and think about the overage when they are in exam, whereas (20%) do not. Here we notice that, learners' thinking about not getting good marks during the examinations, influences their performance and push them to be anxious.

3.4. Teachers and Parents Support

However, the results shows that, most of learners (77%) said that their parents support them before taking the exam, (12%) said that parents never encourage them, and the minority (10%) declared that their parents rarely when they support them. That shows the role of parents in supporting their children, which helps learners to get rid of this problem. Also, teachers support has a significant role in overcoming students stress, we noticed from the results that, the majority of university students (62%) declared that, teachers sometimes support their students before and during the examination, (15%) said they always encourage them, the same percentage declared that they never do, and the rest (7%) said that rarely when they support them. Teachers ' role in the encouragement of learners has a big sense in managing the stress issue.

3.5 .Learners' Support

Finally, we have asked students if they try to manage their problem during the exam, most of them (40%) said yes, by convincing their selves that the questions are not difficult and they just need concentration, and being self-confident. (35%) said they usually do, (12%) sometimes when they do, and the rest (7%) rarely when they try to manage their stress.

4. Interpretation and Discussion of the Interview

The results of the first question shows that most of English teachers have an experience in their teaching. This indicates that, they can overcome students stress about examinations and give different strategies to solve this problem. Moreover, English teachers see that the stress is a serious problem for first year university students. Besides, most of them said that students have an anxiety

during examinations, in which teachers try to help them in getting rid of it. Also, teachers see that lack of self-confidence, lack of preparation, lack of time, overthinking about the marks, and students' expectations from teachers that they will not give them the coverage and family problems are the major reasons that lead learners feel anxious before and during the examinations. So, this shows that teachers know their learners and from their experience they can notice the factors that make students suffer from anxiety and they can find solutions.

However, all the teachers said that they always try to encourage and support their learners before and during the examinations by adopting different ways such as: organizing extra sessions for them to do more revision and give them chance to ask questions about the lesson, raise their self-confidence and create kind of friendship with them to make them trust the teacher, also try to talk individually with those who their stress is higher than others and raise their self-esteem. This findings indicate that, teachers are interested about their learners' stress and they try to do their best in overcoming the stress among learners.

5.1. Suggestions for teachers

Teachers play an important role in managing the stress of the students, by adopting different ways like: doing psychological sessions in which they raise their self-confidence, ask every student about his worries, and give him chance to talk about his family problem if he is suffering from it. Also, during the lesson, the teacher should be aware of everyone in the classroom, to check if they understand the lesson or not and if they have questions about the lecture. Besides, we suggest for teachers to create kind of friendship with learners even if they do not like the session, they can trust the teacher and love him because that helps them a lot to get rid of their stress.

Teachers could ask the parents of their learners to know from them if students have problems at home or suffer from psychological problems to know how to deal with them, and to find appropriate solutions to this phenomenon.

5.2. Suggestions for learners

Students should be self-confident to reduce their stress, and that can be applied by trying to attend psychological sessions in which they can talk about their fear and their problems easily.

Also, trying to understand that stress is a normal issue that everyone can feel, but it has a solution either from asking parents or the teachers' help. Moreover, attending sport clubs is also beneficial for them, because sport has a positive role in reducing stress and the negative energy.

We suggest for the learners to revise well before the examinations, and ask their teachers about any part of the lesson that they do not understand. and during the examinations try to take their time and read the questions carefully, also breathing can help them to reduce their panic.

Conclusion

At the third chapter we offer the analyses of the findings by describing the result of both data collection tools which are; students questionnaire and teachers interview that were quantitative and qualitative methods. Besides, we proposed some suggestions and recommendations for both teachers and learners about the successful and psychological support to reduce the stress among LMD1 students, especially in examinations.

General conclusion

In the present research we have dealt with the stress examinations problem among university students especially LMD1, because of different reasons which we have highlighted in the first chapter. In our study, we investigate the influence of exam stress on the performance LMD1 students, and indicating the reasons behind this phenomenon, and the teachers' strategies as solutions to such issue.

This work attempted to answer the research questions to eventually confirmed/ disconfirm the hypotheses that are ; to say learners who suffer from stress are going to have low grades, and those who have less stress are more likely to get better results. The second one if teachers adopt successful techniques , learners are going to get rid of the stress problem.

To investigate the research work confirm hypotheses, the research divided into three chapters; the first one was about theoretical points which indicate the influence of stress at the level of social and educational stage, especially among university students, and managing of this issue at the level of education. The second chapter is a data collection in which students questionnaire and teachers interview are the main data tools to know the reasons that lead learners to be stressed, and teachers strategies in overcoming exam stress.

The third chapter is about the interpretation and discussions of the findings with presenting some recommendations and suggestions for both teachers and learners.

Appendices

Appendices

Students' Questionnaire

Dear students, This study is about stress effects on learners in their first year at university. You are kindly requested to answer the following questionnaire by ticking (/) the corresponding box and answering the questions as precisely as you can. We assure you the information you provide will remain confidential.

Thank you for your collaboration

1-specify your gender

- Male Female Age

Section one: Type of learner

2 .Do you usually suffer from anxiety in your daily life?

a- yes b-No c-Sometimes

3- How your first day at university?

a- Very stressful b-Stressful to some extent c-Normal

-Other feelings

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Section02: Anxiety in learning

4-Are you the anxious type of learner in your classroom?

a- Yes b-No c-Depending on the situation

5-when do you feel stressed?

a- while attending oral expression class b- When doing project presentation

c- While taking the examinations

-Other stressful situations, name them:

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Section03: Stress as a cause of failure en examination

6- Do you consider stress as a major reason of failure in examination?

a- Yes b-No c- Sometimes

7- How do you feel when you face difficult questions?

A -Anxious b-Stressful c-Indifferent d-Good mood

Section04: Reasons of examination stress

8- According to you, what are the reasons that lead to stress in examination?

a-Lack of preparation b-Lack of self-confidence c-The negative input
of the teachers d-Parents or problems at home

Other reasons:

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-

9-During the examination, do you worry about not getting your marks?

a-Yes b-No

Section05: Role of teachers and parents in managing students stress

10-Do your parents support you before taking the exam?

a-Yes, all the times b-No c-Sometimes d-Rarely

11-Do your teachers give you an encouragement during examination?

a-Yes, they always do b-Not at all c-They sometimes do
d-They rarely do

Section06: Learners roles in overcoming their stress

12-Have you ever tried to manage your stress during?

a- Yes, I did b-I never did c-I usually do
d-I sometimes do e-I rarely do

-Other situations:

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Thank you for your cooperation

Teachers' interview

1 -Are you an experienced or a novice teacher?

2-How do you value the stress problem among university students, especially LMD1students?

3-Throughout your experience, have you ever faced situations in which students get stressed during tests or examinations?

4-According to you, what are the main reasons that lead to students' stress before and during examination?

5-Do you usually support your students psychologically, and help them to manage the stress problem?

6-What do you suggest as successful strategies and techniques to manage the stress of learners before and during examination?

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