An-Najah National University
Faculty of Graduate Studies

THE EFFECT OF PSYCHOLOGICAL STRESS GENERATED BY GENERAL SECONDARY EXAMINATION ON ACADEMIC PERFORMANCE AMONG SECOND SECONDARY CLASS STUDENTS: PERCEIVED SELF-EFFICACY AND PERFECTIONISM AS MODERATORS VARIABLES

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Dedication

This thesis dedicated to my parents, Rageb and Nihaya, for their emotional and financial support throughout my study. Special gratitude to my brothers Karim and Dr. Dahoud, as well as my wonderful sister Masa. I'd want to thank my dear Aya for providing me consistent inspiration and support.

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Declaration

I, the undersigned, declare that I submitted the thesis entitled:

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I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Abstract

Theoretical background: The secondary stage is considered an important educational stage, because it leaves traces on the student's future professionally. As a result, the 12th grade students in Palestine undergo academic psychological stress; this stage is accompanied by stress and anxiety on the student which affects the exam performance. Perfectionism is positively correlated to the students' exam performance and an indicator of academic achievement such as grade point average. Perceived self-efficacy is considered as a standard to predict grades, achievement.

Objective: The current study's aim was measure the effect of psychological stress generated by general high school exam on academic performance among high school students.

Methods: Eighty-two high school students (12th grade) in Bethlehem Governorate that were intended to apply for the General secondary examination (GSE) in 2020/2021 academic year. The Arabic version of academic Perceived self-efficacy (Hakim, 2015) was used, and the Multidimensional Perfectionism Scale (Hewitt & Flett, 1990) was validated by using translation-back translation method to the Arabic language. General secondary examination consists of 10 Arabic and 10 Math questions. A simple random sampling method used to select (82) students. The students were divided for two experimental groups. The study relied on the quasi-experimental design as a method of study. Data was analyzed by used ANCOVA (analysis of covariance).

Main results: ANCOVA was conducted to examine the effect of (manipulation) on two experimental groups regarding time testing (pre- post Arabic exam) and (pre-post Math exam), findings revealed showed a clear difference between pre and post manipulation

on both Arabic and Math exams. The finding revealed no significant main effects of Perceived self –efficacy and perfectionism as moderators variables, while the Perceived self-efficacy was significant with Arabic exam and not with other variables. There were significant differences in the mean score for the pre-math exam in favor of males.

Conclusion and recommendation: In other words, psychological stress plays a significant role in reducing the performance of students in the experimental group "2" (direct manipulation) in both the Arabic and Math exams. It is the researcher's recommendation; Counselors could play an important role in assisting students who are suffering from psychological stress by preparing students for the future. These results are discussed, the study's limitations are also discussed, as well as possible future research directions on these topics.

Keywords: Psychological Stress, General Secondary Examination, Academic Performance, Perceived Self-Efficacy, Perfectionism.

Chapter One
Introduction and Theoretical Background

1.1 Introduction

Education is the first foundation in building an individual's personality and preparing him/her for life. It contributes to the stability and establishment of human societies, and it considered one of the most important social systems in the Palestinian society Formal education is important for survival, which may reflect why Palestinians have had the highest percentage of education involvement in the Arab world for many years (Ramahi, 2015).

Secondary education is considered a backbone of the educational process; it's a wide space between basic education on the one hand and higher education on the other hand. Also this stage is important for growth at the individual level and at social, psychological and economical levels (Al-Shaer, 2011).

The General secondary Examination is crucial in Palestine. It affects not only the student but also all members of the family. During summer vacation, before the final year of school study, a student begins preparing for the exam through receiving private lessons and creating a classroom environment at home (Madbouh, 2011). In other words, a student begins the preparation period in the summer vacation, and this creates a state of psychological stress for him/her, besides of parental expectations and the desire of many students to get the greatest possible marks. Students in Palestine face many academic problems, such as stress related to taking the exam, pressure from the family members and society. This psychological stress revealed before and during exams which as a result can affect exam performance (Stankovska et al., 2018).

Academic performance is critical in deciding the next higher stage of education, this stage is accompanied by stress and anxiety on the student which affects the exam performance (Ghatol, 2017) as well.

Academic stress is present in most East Asian nations, and psychiatrists refer to it as "high school symptom" or "entrance test symptom" when referring to psychological issues among students (Deb et al., 2015). Academic stress is classified as dissatisfaction and an anxiety that is characterized by fear of being unsuccessful. The causes of academic

stress are a range of different problems such as, high parental expectation, unrealistic ambitions, and high competition and low grades (Arslan, 2017).

Perfectionism is positively correlated to the students' exam performance and an indicator of academic achievement such as grade point average. Perfectionism is defined as the tendency of a person to adopt unrealistic ideas and high goals for him. Perfectionism consists of two dimensions: self-oriented perfectionists which tends to set high standards for oneself, unrealistic goals and avoids failure. Second dimension is related to socially prescribed perfectionists, which are the tendency of others (family, friends) to set unrealistic goals, for the person, high expectations and to be perfect (Stoebe et al., 2015). Yamamoto & Holloway (2010) Found the students' performance in classroom exams was negatively associated with their socially prescribed perfectionism. Self-oriented perfectionism, on the other hand, had a positive impact on exam performance.

The term "academic Perceived self-efficacy" refers to a student's confidence in his or her own abilities in preparing for exams and various academic tasks, also self-efficacy is considered as a standard to predict grades, achievement and persistence in school (Zajacova et al., 2005). There are three factors that would develop academic Perceived self-efficacy: student's earlier academic record (grades, previous exams), motivational messages from teachers and success and failure of others (through observation) (Sheykhjan, 2017).

Many studies indicate the clear relationship between self-efficacy, exam performance, psychological stress and perfectionism: self-efficacy as best predicting of academic performance of students who work as teachers in Kerala University (Sheykhjan, 2017). A high level of self-efficacy is one of most major factors that respond positively to psychological stressors (Moeine et al., 2006). Yamamoto and Holloway (2010) showed in their study, the existence of mediators between parental expectations and student's academic outcomes. The most important of these mediators are student's academic self-efficacy and student's motivation.

1.2 Statement of problem

The researcher has noticed the depth and extent of the problem through referral of student's to counseling and mental health centers in Palestine.

During the researcher's training at the Guidance and Training Center for the Child and Family in Bethlehem, it has been noticed that a high number of students who were preparing for the General Secondary Examination suffered from psychological stress, phobia, depression, burnout and anxiety symptoms.

The secondary stage is considered an important educational stage, because it leaves traces on the student's future professionally, in addition, the school is considered one of the most important institutions responsible for preparing the student for a social life in order to achieve adjustment and mental health.

The "Injaz test", "Tawjihi exam" or "General secondary Examination" is equivalent to "Bagrut" exam in Israel. Students are admitted to universities and colleges based on their final exam results. In other words, the performance of the student in the high school exams qualifies them to enter university.

As a result, the 12th grade students in Palestine undergo academic psychological stress before the exam, during the preparation period and after finishing taking the exam. The amount of material the student's study in a short time is huge considering the time constraints. Students' desire to obtain the best grades combined with the high parental expectations adds to the psychological stress students go through. The students pass many conflicts in this period of their lives, which affects also negatively their performance in the exams and lead the students to be exposed more psychological stress and psychological conditions including depression, despair and suicide ideation.

This research tried to answer the following questions:

1. If there is an effect of being under psychological stress on the academic performance of students at GSE?
2. What the effect are of Perceived self-efficacy and perfectionism as moderators between (psychological stress generated by GSE) and the students' academic performance?

1.3 Statement of importance

This research has the following theoretical and practical importance:

Theoretical importance:

- This research provided data on a population that is understudied like high school students in Palestine.
- This research contributed to the cross-cultural understanding of the correlation between the study variables.

Practical importance:

- This research raised awareness on the effect of psychological stress on the academic performance of high school students, which will inform counselors' interventions.
- Data from the research helped Stakeholders, educational systems and international institutions to design intervention programs to reduce the students' psychological stress generated by the General secondary Examination.

1.4 Objectives of the study

- Measuring the effect of psychological stress on the academic performance during GSE.
- Testing perceived self-efficacy and perfectionism as a moderators to the effect of psychological stress on academic performance.

1.5 Definitions of Terms

Perceived self-efficacy:

Refers to a person's belief or confidence in their capacity to perform the specific action or behavior (Uzun & Karatas, 2020).

Perfectionism:

The term "perfectionism" in the current study consists of three dimensions mentioned below (Hewitt & Flett, 1991):

1. Socially Prescribed Perfectionism: is described as perfectionism in which the emphasis is placed on the supposed need to satisfy the norms and expectations set by others. Socially Prescribed Perfectionism is defined as the belief that one's significant

others have excessively high expectations for one's performance, constantly assess one, and put pressure on one to be flawless.

2. Self-Oriented Perfectionism: is defined by the setting of strict standards on oneself. These standards are frequently accompanied with thorough assessments of one's own attitude, as well as a desire to achieve perfection in one's work while avoiding failure.

3. Other-Oriented Perfectionism: centers around one's perceptions of others' abilities. The significance of others being perfect is emphasized, as are unrealistic standards for others.

Agolla & Ongori (2009) described the Psychological Stress as "The perception of discrepancy between environmental demands (stressors) and individual capacities to fulfill these demands" (p. 64). The demands in this study related to academic issues.

Operational definition:

Self-efficacy: It is the student's score based on the self-efficacy scale.

Perfectionism: It is the student's score based on the perfectionism scale.

Psychological stress: In this study, psychological stress measured based on the students' academic performance on both exams (Arabic and Math) after manipulation instruction.

General Secondary Examination: In the current study, the exam consists of 10 Arabic questions and 10 math questions derived from general high school exams and was prepared for the purpose of this study.

1.6 Research Hypotheses

In order to further investigate the research question stated above, the following study hypotheses were tested.

1. There are significant positive effect of relationship between Arabic exam with scale of perfectionism and perceived self-efficacy.
2. There are significant positive effect of relationship between Math exam with scale of perfectionism and perceived self-efficacy.
3. There is a significant gender differences in test scores of the pre- and post- Math and Arabic exams between the two study experimental groups in favor to males.

4. There are significant effect of perceived self-efficacy and perfectionism as moderators between (psychological stress generated by GSE) and the students' academic performance.

5. The experimental group 2 that is exposed to the direct manipulation will perform lower than an experimental group 1 (who did not receive the same instructions) in both Math and Arabic exams.

Chapter Two

Literature Review and Previous Studies

2.1 Background

The psychological theories that explain psychological stress, perceived self-efficacy and perfectionism are covered in this chapter.

Psychological stress

2.2. Definition of stress

The term "Stress" refers to a psychological problem that affects emotions, hence the term psycho. Research studies showed that high stresses are the result of an interaction with one's own environment. The tensions are social and environmental, hence the term psychosocial (Gudyanga & Gudyanga, 2013).

Mason (1975) proposed three definitions for stress: The first definition of stress refers to the organism's internal condition, which includes the activation of the autonomic nerve system, which triggers a physical and emotional reaction; in the second definition, stress is defined as an external event (stimulus) that might encompass both immediate threat and painful environmental circumstances. The final definition of stress is an event that occurs as a result of an interaction between a person and their circumstances. (Mason, 1975 as cited in Hardesty, 2006).

Research and theories define stress in different point of view, such as looking at stress as a physiological and psychological reaction to being confronted with a threat for which we feel we lack the capacity to deal with (McLeod, 2009). Another definition related to the third way of defining stress is the perceived stress, which involves interactions between an external trigger (external stress), the body's physiological reactions, and a person's cognitive, psychological, and behavioral responses to that interaction. In other words, the physiological and cognitive stress in a person surpasses his/her emotional and behavioral capacity for denying the negative consequences of external stresses. High school students that report high levels of perceived stress are more likely to have negative consequences like academic underachievement. (Hardesty, 2006).

However, There are several forms of stress both helpful and harmful. Healthy stress

happens when an upsetting thing serves as a reason for doing something to help in completing a task (Di pierdomenico et al., 2017).

2.3 Classifications of Stress

Thawabteh and Qaisy (2012) categorized the stressors that were classified by Weightman (1999) into three categories: sudden trauma, chronic stressors, and daily harassment. The first is sudden trauma, which defines stress as a stimulus that generates threats in one's personal life, creating it an independent variable generated by the human environment. Chronic stressors, on the other hand, are defined as a response to the external environment, or a dependent variable that affects the body's physiological, emotional, and cognitive functions. The final category is daily harassment, which is regarded as a transactional method that includes the previous two categories.

Everly and Lating (2002), mentioned a different perspective on stressor classification, describing the psychosocial and biogenic stressors. Psychosocial stressors defined as events that people perceive as a danger, whereas biogenic stressors include, thoughts and perceptions.

Lin and Yusoff (2013) they divided the stressors into two categories (internal and external stressors): the internal stressors that include, emotional stressors such as anxiety. The external stressors that related to family stressors, social stressors and change stressors.

Cockburn (1996) identified five types of stress: here and now stress, stress of anticipation, imaginative stress, reactive stress and chronic stress. The first type is Pressure here and now, occurs when a person is under pressure. The second type, stress of anticipation, is when considering a certain situation, which can lead to frustration. The third type, imaginative stress, is related to a person's imagination. It can cause them to fall into a terrible situation, which causes them to think about many negative possibilities. The fourth type, reactive stress, is when a person remembers past events. The intensity of the reactive stress experienced depends on how stressful the events are and how often you remember them. The last type is chronic stress. This long-term negative pressure can manifest itself in days, weeks, months, or even years.

2.4 Stress Reaction

People experience stress when they perceive an instability between the psychological or physical demands of their condition and the resources available from physiological, psychological, or social processes (Mcleod, 2009).

Physically and psychologically reactions to stress usually occur in tandem, especially as the stressors become more intense; however, one type of stress response can influence the responses of others; for example, hypertension can trigger a psychological stress reaction that includes concerns of a heart attack. When a person survives a catastrophic accident or other terrifying incident, they may feel fast breathing, rapid heart rate and sweating. These reactions are all part of a larger pattern known as the "fight or flight". Changes in emotions, ideas, and behavior can all be signs of psychological stress (Prabu, 2015).

2.5 Psychological stress related to academic issues

Studies show that school students face a variety of stressors on a daily basis. Furthermore, these studies found that major stressors are related to academic issues.

The most common and significant sources of academic stress are exams and exam results, exam preparation, the feeling that there are too many materials for work or study, the need to perform well in school (Fanning, 2016). According to Kötter et al. (2017), stress has a negative effect on school performance, and can lead to a vicious circle of increased stress and decreased school performance.

According to Hou et al. (2013), mentioned some of these stressors as: a much of homework and exams; unclear tasks; limited time; dealing with stress in the classroom, waiting for test results; insufficient resources to adapt with changing learning settings; and are under pressure to develop the skills essential for academic achievement.

Specific stressors, such as tests and grades, can be included in these academic requirements, as well as the student's current and future achievement goals and expectations. A multitude of factors, including objective performance standards such as academic standards of excellence, determines the level of stress in the academic setting. Students are at risk of developing a number of negative consequences associated with higher stress, such as psychosomatic illness and suicide, as a result of academic pressure on high school students, which includes classes in high school with more demanding

workloads and higher expectations of academic performance to ensure university acceptance (Hearon, 2015).

The prevalence of psychological stress among high school students that were related to academic or education issues was 87.6% (Watode et al., 2015), 77% (Hashim, 2007), (88.3%) (Mansor, 2017), 57.7% (Shaheen & Alam, 2010) and 47,6% (Lin & Yusoff, 2013).

2.6 Psychological Theories of Stress

2.6.1 Medical model

Seyle (1951) proposed that stress responses were independent of the nature of the source of stress and followed a pattern of coherence responses called the "General Adjustment Syndrome". Alarm response, resistance and fatigue are the three stages of the integrated syndrome. Because adaptation has not yet been acquired, when a stressful event occurs, the body produces stress hormones such as cortisol, adrenaline and norepinephrine to prepare for a fight or flight response. As homeostasis begins to rebalance hormone levels and potentially eliminate the source of stress, the alarm response phase ends.

2.6.2 Environmental model

Stress in this context is determined by the individual requirements and the corresponding level of stress that can be tolerated and still, homeostasis can be achieved. Such requirements can be expressed as a shift in a social context or as a set of permanent environmental variables. A person's allostatic load will increase if he or she is exposed to chronic or recurring environmental stressors over time. Which can ultimately lead to functional disorders of the biological and psychological system (Compas & Andreotti, 2013). In this context, the interactive relationship between stressful situations a person is exposed to and their subsequent cognitive evaluation and physiological response has been defined as stress.

2.6.3 Psychological model

Theory of Emotion (James-Lange, 1920s):

In the 1920s, James and Lange established the Theory of Emotion. Emotional responses have a physiological foundation. Fear, according to James and Lange, does not begin

immediately when a person perceives a stressful event or any stressful scenario; rather, it occurs after the body's response to the stress causes changes in the body, such as an increased blood pressure, rapid breathing, or hypertension. This suggests that emotional activity is only possible if the brain is involved (Sineario, 2012).

2.6.4 Theory of Cognitive Appraisal

Richard Lazarus (1966, as cited in Hearon, 2015) He initially established the psychological notion of stress, which he later described as the "particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (p. 19).

Furthermore, Sincero (2012) clarified the cognitive appraisal theory as specified: "The cognitive appraisal occurs when a person considers two major factors that play a significant role in his stress response. These two factors are: 1) the stressor's threatening tendency to the individual, and 2) the assessment of resources needed to minimize, tolerate, or eliminate the stressor and the stress it produces" (p. 16).

2.7 General secondary Examination

At the end of the school year, students take exams at general secondary schools (parallel to the Bagrut in Israeli education system), the exam in the Palestinian community was initially named "Tawjihi" and then took another name, "Injaz". This year it was referred to as the "general secondary examination." Which contain standardized questions for all students depending on the field of study. The "Tawjihi" is a crucial stage in determining a student's academic path and is seen as a transition time from high school to university. Many students put forward significant effort during this time to get the greatest possible grade in order to meet their academic goals.

The Tawjihi is the starting point for university studies. A student cannot apply to university in Palestine if he/she does not pass the Tawjihi exam, according to the Palestinian university education system. If he/she succeeds in the GSE, the student can choose a university or college based on his/her result in the exam. For example, if you want to study at the Medical and health sciences faculties, you need an overall grade of no less than 90% in your Tawjihi exam and must have completed the scientific science branch (Alghaswyneh, 2012).

Exams are important aspects of the lives of young people in today's society. They have important implications for shaping the future of young people. Exams can be especially stressful when they affect people's future careers (Yildirim et al., 2008).

The closer the Tawjihi exam comes, the more stressed students and parents become. Many changes are affecting the lives of students and their families, according to Madbouh (2011). The students' families are put under a lot of stress at this time of year since their homes are completely silent and quiet. Students must adhere to a strict sleep, study and eating routine. Stress causes parents to do anything for their children, such as establishing an environment where their children can focus on passing the exam and studying hard in Tawjihi to earn high grades.

Self-efficacy:

2.8 Definition and Characteristics of Self-Efficacy

Self-efficacy is another important variable in the current study. The ability to adapt to various profession-related tasks, career choice, learning and achievement and flexibility to the arrival of new technologies have all been connected to self-efficacy. Self-efficacy is a person's belief in their own ability to behave in a certain way in order to achieve the desired results (Bandura, 1997).

Self-efficacy, according to Bandura (1986), is the most influential perspective of personal characteristics because it helps people determine whether they can obtain their goals. If a task is seen as hard and you lack self-efficacy, for example, you may experience increased stress and anxiety.

According to Medenick (1982, as cited in Shaheen, 2002), personal efficacy is the belief or expectation that one can successfully effect change. People who have high expectations are more likely to take risks, set more difficult goals, stick with their chosen activity longer and be more invested in their work.

Muller and Major (1989) emphasized that the belief systems considered to be an important component of self-efficacy are primarily concerned with people who create, grow and maintain to be true about themselves from the exact foundation of human agency, and that this act is a crucial factor in their success or failure in all activities.

Self-efficacy refers to a person's belief in his or her capacity to organize and carry out realistic plans for achieving goals and managing events. Because of their manner of thinking and interacting, if someone believes they can achieve their goals, they will attempt to make things happen (Abood et al., 2020).

Self-efficacy affects future behavior, the effort people will put in under various situations, and the action and perseverance people will use to overcome challenges, all of which influence the outcome of a particular behavior. They will be more willing to take the necessary activities and cope with tasks with less fear; they will work harder to reach their aims and be more consistent when faced with challenges. People who doubt their own ability to succeed will put in less effort and eventually give up (Bandura, 1986).

Self-efficacy is commonly confused with self-esteem, probably because low self-esteem is often the result of a lack of self-efficacy. Self-efficacy differs from self-esteem in that it is considerably more situational. Furthermore, self-efficacy feelings rarely transfer from one situation to the next (Shaheen, 2002).

2.9 Sources of Self-Efficacy

According to Bandura, there are four main sources that shape the formation of self-efficacy beliefs: The first is enactive mastery experience, which is thought to be the most credible source of information because it is linked to previous successes and failures. Self-efficacy is intended to be strengthened by positive experiences, but failure is supposed to reduce it. As a result, temporary failure can be withstood by past achievements. Indirect experiences that reflect other people's performance on the task might likewise influence self-efficacy beliefs. As a result, we have come to the conclusion that modeling is an excellent way to establish self-efficacy beliefs. Verbal persuasion is the third source, which means that self-efficacy assessments can be altered by compelling dialogue and evaluative feedback from others. Physiological reactions are the ultimate source of self-efficacy development. Sweating, heartbeat, fatigue, aches and pain are examples of physiological symptoms that affect a human's assessment of effectiveness. Self-efficacy can be improved by recognizing these symptoms and their consequences on cognitive processes (Aldhafri et al., 2020).

Parents, instructors and friends are among the key sources of strong feelings associated to self-efficacy, according to Bandura (1997). Parents play an important role in their children's lives by establishing the goals that they expect them to reach and determining the best goals that they can achieve together (Abood et al., 2020, citing Bandura, 1997).

2.10 Self-efficacy and social cognitive theory

The current study was based on the social-cognitive theory, which provides a theoretical foundation for academic self-efficacy.

Personal factors, behavioral factors and environmental factors are the three fundamental components of social cognitive theory. These three factors interact in a continual way to contribute to an individual's academic self-efficacy. The interaction shows how these factors interact over time in order for a person to assess his/her self-efficacy, which is a critical factor in goal perseverance and achievement (Preece, 2011).

Bandura (1997) emphasizes the relevance of being in a receptive environment since academic self-efficacy is enhanced when a person's work can result in a potential gain. The social-cognitive model's transactional character reveals a long-term relationship between environmental effects (such as cognitive and social support from teachers and peers) and self-efficacy.

Self-efficacy has an impact on four stages, according to Bandura (1997): cognitive, motivation, emotion and selection. Self-efficacy beliefs influence human performance by these four fundamental psychological processes:

1. Cognitive Processes: Self-efficacy beliefs affect a variety of cognitive functions. Much of human nature has a purpose, and it is guided by thinking that incorporates desired outcomes. Self-evaluation of one's abilities has an impact on personal goal setting. The higher people's self-efficacy, the higher the goals they set for themselves and the more committed they are to achieving them.

2. Motivational Processes: In motivational self-regulation, self-efficacy beliefs are crucial. The majority of human motivation is derived from the intellect. People to motivate themselves and influence their actions ahead of time use anticipation. They form opinions about their own abilities. They predict the expected outcomes of certain actions. They set goals for themselves and formulate strategies to reach their

desired outcomes.

3. Affective Processes: People's beliefs about their managing abilities determine how much stress and depression they experience in difficult or demanding situations, as well as their level of motivation. Anxiety arousal is heavily influenced by perceived self-efficacy to exert control over stress. People who feel they can control danger do not have troubling mental patterns. Those who feel they are incapable of dealing with dangers, on the other hand, have considerable anxiety arousal. They stress their coping flaws. They regard many parts of their surroundings as dangerous. They exaggerate the gravity of potential threats and worry about things that rarely occur. They disturb themselves and diminish their level of functioning as a result of such ineffective thinking. Avoidance behavior and anxiety arousal are both influenced by perceived coping self-efficacy.

4. Selection Process: An efficacy-activated process that allows people to create positive environments and exert some control over others with whom they interact on a daily basis. People are influenced by their surroundings to some extent. As a result, personal efficacy beliefs can have an impact on the kind of activities and environments people choose, so influencing the course of their lives. People avoid things and events that they think are too difficult for them to handle. However, they eagerly engage in hard activities and chose situations that they believe they can handle.

2.11 The Role of Self-Efficacy

Almost everyone can think of goals they want to achieve, improvements they want to make and changes they want to make. Most people, however, recognize that putting these intentions into practice is not that easy.

Bandura (1997) claims that self-efficacy influences student' aspirations, involvement in academic performance and how well they plan for future careers. He identified two types of self-efficacy: performance in specific subjects such as language or science as well on self-regulated learning and the degree with which a person feels successful on duties.

Fear, exhaustion and anxiousness, according to Bandura (1997), can influence self-efficacy through psychological, affective and emotional states. Negative emotions and thoughts would add to the stress, resulting in inefficiency and failure.

Those with high academic self-efficacy are much more likely to keep a higher grade point average, whereas students with low academic self-efficacy are more likely to perform poorly in school (Aunola et al., 2000).

Self-efficacy beliefs that make it easier for students to become interested and involved in academic and school-related assignments can enable them to better meet their academic needs (Uzun & Karatas, 2020).

Specific traits are related to students who report high and poor self-efficacy. Students with weak self-efficacy are usually considered to have a negative sense of school identity due to poor academic performance, poor peer relationships, and low expectations for future academic performance (Preece, 2011).

Students with weak self-efficacy are often identified with a poor school identity based on poor school performance and relationships with their peers and reduced expectations of future school success. In contrast, students with strong self-efficacy are often characterized by healthy school identities derived from previous experiences with good school performance and relationships with peers, positive perceptions as a student and commitment to learning (Roeser & Lau, 2002).

What people can do with their skills and knowledge is determined by their belief in their ability. Low self-efficacy leads to negative feelings, stress, anxiety and psychological stress, whereas strong or high self-efficacy leads to increased personal growth and performance control, endurance and high self-esteem (Shaheen, 2002).

When people have low expectations of self-efficacy, they have more self-doubt and believe that they are unsuccessful due to an innate inability to change. As a result, these people quickly stop pursuing their goals and have great difficulty mastering the skills. In contrast, people with high expectations of self-efficacy take responsibility for the outcome of performance and believe that failure is due to a lack of skills or insufficient or inadequate preparation (Sarac, 2017).

The degree to which a person is confident in his/her ability to handle a situation has an impact on whether a task is seen as stressful or dangerous rather than challenging. As a result, it will affect if the person will choose an effective coping strategy and insist on getting the job done. Therefore, in the context of external stressors and psychological

stress, self-efficacy affects the perception of external stressors and mediates demands (Bandura, 1995.

2.12 Classification of Self-Efficacy

Three types of self-efficacy have been identified:

1. Social self-efficacy: This is the belief in one's ability to build and sustain relationships, assert oneself and participate in activities.
2. Self-regulatory self-efficacy: The ability to withstand peer pressure and avoid excessive activities.
3. Academic self-efficacy: The degree to which a person believes in his/her own potential to succeed in academic assignments and pursuits is measured. Academic self-efficacy has been the focus of numerous studies due to its impact on a variety of aspects of students' academic performance (Shaheen, 2002).

2.13 Conceptualization of academic perceived self-efficacy

Academic perceived self-efficacy refers to a person's belief or confidence in his/her capacity to perform certain educational tasks or behaviors in a school setting (Owen & Froman, 1988 as cited in Fanning, 2016).

Academic perceived self-efficacy is a term that can be defined as a person's assessment of reaching a certain level of performance in academic tasks (Preece, 2011).

Therefore, in an academic environment, academic perceived self-efficacy should be measured rather than overall self-efficacy. Academic perceived self-efficacy refers to students' belief in their ability to complete academic tasks (including such preparing for writing and exams quarterly papers) (Zajacova et al., 2005)

It's important to note that academic perceived self-efficacy differs from academic competence. Academic competence is a broader measure that compares one's performance to others', whereas academic perceived self-efficacy is more specific and does not compare one's performance to others' (Pajares, 1996).

2.14 Factors influencing academic perceived self-efficacy

Actual knowledge, indirect experience, verbal and social belief and physiological arousal are the four key sources that assist define one's academic self-efficacy (Bandura, 1986).

Self-efficacy is informed by concrete and tangible evidence, such as actual performance on tests, questionnaires, classwork, and previous performance. There's also additional subjective data such task difficulty, time and the quantity of assistance received, as well as feedback givers' credibility, content of performance feedback, subjective or observation experience and physiological response (Schunk & Miller, 2002).

Academic perceived self-efficacy attitudes can be impacted by a variety of factors beginning at early life. In a study of academic perceived self-efficacy in children aged 11 to 14, Bandura et al. (1996) discovered that both parents' assessments of their child's academic perceived self-efficacy and the child's own self-efficacy perceptions influenced the child's academic achievement. Academic accomplishment was also linked to children's evaluations of their ability to self-regulate their academic habits, it is the academic accomplishment as well as the academic self-efficacy beliefs in childhood which may affect the academic self-efficacy perceptions, that these children acquire and hold as college students.

Other factors have an impact on academic perceived self-efficacy beliefs. According to Elias and MacDonald (2007), past academic performance influenced both academic self-efficacy and current academic performance in college students. However, their study found that academic perceived self-efficacy beliefs explained a significant proportion of the variation in current academic performance that was not explained by previous academic performance.

Hsieh et al. (2007) reported that academic perceived self-efficacy is a significant predictor of student performance and the likelihood of dropping out. The results show that compared with students with poor grades, students with excellent grades have significantly higher academic self-efficacy.

Studies have also showed that a student, who has a high level of academic self-efficacy, has more self-confidence and perseverance to complete the required classroom assignments, and more engaging in classroom activities and less anxious, while the

student with low academic self-efficacy; shows withdrawal and he/she is not interested in making more effort and becomes more anxious (Alzboon, 2016).

Perfectionism:

2.15 Definition and Characteristics of Perfectionism

Human behavior is based on two fundamental assumptions, according to Rogers (1954). The first is that action is desirable and goal-oriented, and the secondly is that people will always choose adaptive and self-actualizing action. Rogers highlighted the need of a full functioning individual. He thinks that personal development is driven by satisfaction, and that people are constantly seeking to become their true self. Rogers proposed that everyone has an idea of their ideal self. People's ideal self is the version of themselves that they wish to be. When a person's real and ideal self are in alignment, he or she is typically happy and pleased. Disagreement between the actual and ideal self frequently leads to sadness and discontent.

In the past few decades, perfectionism has received great attention in psychological literature. According to the original definition of perfectionism, perfectionists are characterized by unrealistic demands, self-criticism and pressure attitudes (Hewitt & Flett, 1991).

Perfectionism is defined as working hard and expecting particularly high results combined with high personal standards (Kurtavic et al., 2019).

Early researchers of perfectionism used primarily dictionary definitions to describe the construct. A Comprehensive Glossary of Psychological and Psychoanalytical Terms (English & English, 1958 as cited in Shcherbakova, 2001) described perfectionism as "the practice of demanding of oneself or others a higher quality of performance than is required by the situation" (p. 783). According to Webster's New World College Dictionaries (Neufeldt & Guralnik, 1966 as cited in Shcherbakova, 2001), perfectionism is "extreme or obsessive striving for perfection in one's work" (p. 1003). The Standard Encyclopedic College Dictionary (Funk & Wagnalis, 1968 as cited in Shcherbakova, 2001) classified perfectionism as "the practice of setting exceedingly high standards for oneself or others" (p. 1001). All these definitions emphasize potentially maladaptive

effects of perfectionism. This emphasis was also reflected in early theoretical writings on perfectionism.

Slany and Ashby (1996, as cited in Kurtavic et al., 2019) highlighted three primary aspects of perfectionism: establishing high work standards, maintaining order and perceiving differences between high ambitions and real personal performance.

Most studies define perfectionism and agree that performance standards are crucial to perfectionism. Perfectionism, according to Burns (1980), is a personality trait held by people who have high standards, strive obsessively to reach unrealistic goals and judge themselves based on their achievements, when these people fail to meet these expectations; they frequently suffer depression and self-criticism (Weisinger & Lobsenz, 1981).

As a personality trait in psychology, perfectionism corresponds to the lack of perfection in a person who is very demanding of himself, is overly self-critical, and pays too much attention to what others say. they think about themselves. Factors like workload and stress can affect a person's performance, leading to a possible delay or inability to do what has already started (Basol & Zabun, 2007).

People identify the components of perfectionism, such as adaptive perfectionism, which is designed to integrate high standards with low perfectionism, as well as the desire to create high personal standards or expectations for high achievements. Maladaptive perfectionism, which emphasizes high personal standards and excessive self-blame when these goals are not met and negative self-esteem (Rice & Ashby, 2007).

2.16 Conceptualization of Perfectionism

The following are some historical conceptualizations of perfectionism:

2.16.1 Psychoanalytic Approach

According to classic psychoanalytic theory, Obsessional neurosis is accompanied by perfectionism, which is a common symptom (Sorotzkin, 1985 as cited in Shaheen, 2002). He distinguished between neurotic and narcissistic perfectionism, defining neurotic perfectionism as "a reaction to the demands of a harsh superego acquired as a result of learning and/or as a result of repressed hostility" (p.10). Narcissistic perfectionism, on

the other hand, is "less related to morals and ideals. Rather it is an attempt by the individual to live up to a grandiose self-image in order to avoid humiliation of poorly differentiated self-objects. The function of the perfectionism is to restore or maintain precarious self and object representations and not to defend against intrapsychic conflict" (Sorotzkin, 1985 as cited in Shaheen, 2002, p. 11).

2.16.2 Cognitive Approach

Perfectionism, according to Burns and Beck (1978), comes from automatic or negative thoughts about high expectations, which cause emotional suffering such as despair and stress. They identify dichotomous thinking, overgeneralization, should statements and overly moralistic self-evaluation, as the most common types of automatic thoughts found in perfectionists.

2.16.3 Cognitive-Behavioral Approach

Albert Ellis (1958), a cognitive-behavioral theorist, first defined perfectionism as a set of essentially irrational ideas that induce psychological distress. He defined perfectionism, as "…the idea that there is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if this perfect solution is not found" (Ellis, 1958 as cited in Shaheen, 2002, p. 12).

Perfectionism, according to Shafran et al. (2002), is characterized as a concept with cognitive-behavioral components, developed a similar notion titled "clinical perfectionism". They hypothesized, that Perfectionists start with an incorrectly assessed evaluation of performance that is motivated by personal standards of performance. In addition to this, Shafran et al. (2002) explained that Perfectionism is sustained by a self-perpetuating sequence of irrational thinking. This leads a vicious cycle in which perfectionists are unsatisfied with their performance once their goals are achieved, leading them to set higher objectives in the first place. Perfectionists, for example, postpone and avoid things until they fail to accomplish their goals, at which point they turn inwards and become self-critical.

2.17 Dimension of Perfectionism

The desire to achieve high standards, is often found among successful people, and the consideration of such potential benefits has led to the conceptualization of perfectionism

and is now viewed as a multidimensional trait composed of both positive and negative traits (Levine et al., 2019).

Looking at the perfectionist design from a different perspective. Perfectionism was once thought to be a one-dimensional pathological structure by certain early theorists and researchers. Burns (1980) found that perfectionists' standards and self-critical perceptions resulted in reduction of self-efficacy. In addition, Pakht (1984) regarded perfectionism as a negative phenomenon and regarded it as a tendency to pursue unrealistic and noble goals. Others think that certain traits of perfectionism are desirable. Adler (1956, as cited in Jardat, 2013) believes that it is healthy to pursue excellence when pursuing active interaction with others and maximizing one's potential. Others emphasize that perfectionism is a multi-dimensional structure, including positive and negative aspects. Hamacek (1978) there are two types of perfectionism: natural and neurotic perfectionism. A natural perfectionist, is a person who has high personal requirements for himself and accepts that these requirements cannot be met under all circumstances. Neurotic perfectionists, on the other hand, set high standards in any circumstance, tend to assess their own performance and will never be delighted with their job.

Horney (1970, as cited in Saya, 2006) defined perfectionism as a sort of neurosis characterized by a concern with higher moral and intellectual standards, which was primarily founded in self-alienation. He described some traits of perfectionists such as kindness with veiled arrogance intent due to forbidden irregular feelings, methodical work, attention to detail, interest in what to do and how to do it. Spontaneity and originality, slowness and unproductivity, overexertion because of the high demands on yourself, which make you give up on the others out of a feeling accomplishment and because they can simply burn out.

Hewitt and Flett (1991) suggested three kinds of perfectionism: self-oriented, others-oriented and socially prescribed. Self-oriented perfectionism encompasses qualities we normally associate with perfectionism. Self-oriented perfectionists comply with severe and high standards and can be highly self-critical. The other-oriented perfectionists hold people to unrealistic standards. Socially prescribed perfectionists claim that others have unrealistic expectations of them that they cannot meet.

There are two main dimensions of perfectionism: the positive dimension of perfectionist endeavors, which represent the high-performance standards of perfectionists. This dimension is also known as healthy, acceptable or adapted perfectionism. However, Perfectionists' negative attitude toward failure, severe self-criticism and feelings of a disparity between performance and expectations characterize the negative dimension of perfectionists. That dimension Perfectionism has been described as neurotic, pathological or maladaptive perfectionism (Stoeber & Rambow, 2007).

2.18 Research in Perfectionism

According to Dinç's (2001) the interplay of painful life experiences and general perfectionism level did not significantly predict depressive symptoms. Self-oriented perfectionism and achievement-related life circumstances were revealed strongly predictive of depressed symptoms, but not self-oriented perfectionism and social life events. Another finding revealed that socially mandated perfectionism as well as social life circumstances had a significant impact on predicted depressive symptoms. Other-oriented perfectionism had no link to depressive symptoms, but it did reveal a significant interaction with achievement-related life circumstances when it came to predicting depression.

Ghorbandordinejad and Nasab (2013) explored at how anxiety could act as a mediator between perfectionism and English achievement. The study's main purpose was to examine the relation between perfectionism and English language achievement, and the findings revealed that there are no significant links between the two.

Using an experimental manipulation of success and failure to examine how perfectionists would respond in performance situations, Besser et al. (2004) discovered that individuals with high self-oriented perfectionism experienced significantly higher levels of negative affect and significantly reduced positive affect, regardless of their actual performance or task difficulty.

The primary goal of this research is to explore into the relationship between self-efficacy and perfectionism, as well as the role of perfectionism in predicting self-efficacy. Perfectionism and self-efficacy have a significant link, according to the findings. The personal Standards subdimension of perfectionism was also found to be the most

important predictor of late teenage self-efficacy. Self-efficacy is one of the variables used to analyze performance expectations and determine the effects of perfectionism on performance.

Stoeber and Otto (2006) identified a difference between people with perfectionistic aspirations and people with perfectionistic concerns. People with perfectionistic aspirations have ambitious goals and are performance-oriented. People with perfectionist concerns engage in constant self-criticism and procrastination.

Rice et al. (2015) studied perfectionism in the stress-related attitude model considering adaptive and maladaptive perfectionism. The results show that adaptive perfectionists tend to have low to moderate pressure, while maladaptive perfectionists tend to have high to moderate pressure. In addition, the GPA of low-stress adaptive perfectionists is higher than that of other groups.

Adaptive perfectionists, according to this study, would do better on a task and have higher self-esteem and self-efficacy than maladaptive perfectionists. Maladaptive perfectionists have been shown to have lower performance, self-esteem and self-efficacy (Chufar & Pettijohn II, 2013).

Maladaptive perfectionists and non-perfectionists reported their parents to have high expectations of them, according to Rice and Dellwo (2002), but adaptive perfectionists perceived their parents to be less critical than the other groups' parents. Rice and Dellwo (2002) have suggested that parents who set and support high standards for themselves and others without stressing or blaming them could be good role models for adaptive perfectionists. Maladaptive perfectionists had lower emotional, academic and social well-being than adaptive and non-perfectionists in that study, but adaptive perfectionists had higher self-esteem, education integration and social integration than non-perfectionists.

These investigations also looked into the characteristics of perfectionists. Martin (2005), for example, found that adaptive perfectionists experienced less stress, less disruption, better life satisfaction and stronger stress coping skills than maladaptive and non-perfectionists.

Adaptable perfectionists, according to Kottman (2002), really weren't overly concerned with their good standard and were not dissatisfied when they did not achieve their aims;

instead, they pushed harder. On the other side, maladaptive perfectionists were overly concerned with achieving their goals. Maladaptive perfectionists can easily become disappointed if they are not good enough.

To summarize, these results suggest that adaptive perfectionism is generally connected with positively psychological constructs whereas maladaptive perfectionism is associated with negative psychological constructs like psychological stress.

2.19 Previous Studies

The researcher offered an overview of similar research to the topic covered in this study in this chapter. The researcher categorized them chronologically, from the earliest to the most recent.

A survey was carried out by Shcherbakova (2001) in U.S., which focused to further explore relationships between perfectionism positive and negative and depression among college students. General self-efficacy was introduced as a possible moderator of the above-mentioned relationships. Two hundred and fifty-seven undergraduate students at a medium size southern university volunteered to participate in the study. The results revealed that self- efficacy was found to be negatively correlated with depression. Simultaneous multiple regression analyses failed to reveal significant moderating effects of general efficacy on the relation between perfectionism (positive and negative) and depression.

Cunningham et al. (2002) investigated the effects of environmental stresses on the academic performance of African American men living in a big urban area in the Southwest. 84 high school students were required to fill out a checklist with information from a modified version of the life events questionnaire. The study showed, students who reported a significant number of stressful life events had a lower grade point average, implying that stress can cause school function deficits in some subgroups of teenagers.

Lane et al. (2004) conducted research on the links between self-efficacy, self-esteem, previous performance accomplishments and academic performance among 205 postgraduate Management students in their first year of study at a UK college of business. Self-efficacy moderated the association between performance accomplishments and

academic performance, according to the findings. The findings back up the predictive value of self-efficacy evaluations in academic settings.

Shahin (2004) conducted a study in Hebron directorate to investigate students' test anxiety levels during the secondary school general exam during the academic year (2001/2002). The sample consists of (340) students who were chosen based on the study's variables. After the first day's session, they were provided test anxiety scale forms to fill out. Between the means of anxiety levels among male and female students, statistically significant differences were found, favoring female students. Furthermore, differences in the level of test anxiety were revealed in favor of private school students.

Zajacova et al. (2005) focused investigated the effects of academic self-efficacy and stress on the academic performance of 107 freshman at one of the City University of New York campuses. The researchers developed a questionnaire to assess academic self-efficacy and perceived stress in relation to 27 college-related tasks. They used structural equation models to determine the relative relevance of stress and self-efficacy in predicting three academic performance outcomes: first-year college GPA, total credits and first-year college retention. results showed Academic self-efficacy and stress are negatively associated, and self-efficacy is the single strongest predictor of GPA in all models, suggesting that academic self-efficacy is a more robust and consistent predictor of academic success than stress.

Rice et al. (2012), a study is conducted to examine perfectionistic personality characteristics and their correlation with science self-efficacy beliefs and academic performance among college students in science, technology, engineering and mathematics. A broad sample of undergraduate students (N=450; % women) majoring or planning to major in a (STEM) discipline. The study's participants were in their first or second semester at a large state university in the Southeast United States. The results indicated Men's self-efficacy and grades were not significantly correlated with perfectionism. Despite the fact that perfectionism was not linked to self-efficacy in women, maladaptive perfectionistic women performed significantly worse in STEM courses than other groups.

Zhang and Cai (2012) presented a study with the purpose of better examining the relation between perfectionism and depression by exploring at the role of self-efficacy as a

mediator in the relationship. The research was carried out on a sample of 570 university Chinese students from the Chinese mainland's Midsouth region. Results showed Maladaptive perfectionism was found to be positively connected with depression and negatively correlated with self-efficacy in correlational analyses. Adaptive perfectionism, on the other hand, was significantly linked to self-efficacy.

A comparison of male and female students' academic achievement in relation to general perceived self-efficacy and test anxiety: Mohammadyari (2012) explored the association between general perceived self-efficacy and test anxiety in male and female students' academic achievement. A random sample method was used to select 350 students (175 males and 175 girls). The findings revealed a strong positive association between general perceived self-efficacy and academic achievement, as well as a significant negative relationship between test anxiety and academic achievement.

Galyon et al. (2012) investigated the association between academic self-efficacy and class participation and exam performance among 165 students enrolled in an undergraduate human development course. High (n=34), medium (n=91), and low (n=40) levels of academic self-efficacy were identified using cluster analysis. according to findings, High, medium and low academic self-efficacy all predicted levels of student participation and exam performance, and it was also used to classify students into high, medium, and poor grade-point GBA average levels. At the highest level of GBA, self-efficacy was most strongly associated to class participation and exam performance, while it was least strongly related at the lowest level of GBA.

Achtziger and Bayer (2013) conducted a survey in Germany with a sample of 165 freshmen students at Zeppelin University to study how self-control mediates the correlation between perfectionism and stress. The following is how the question was posed: First, stress levels were assessed during the first three months of university. The participants then completed the self-control, perfectionism and coping scales. Perfectionism was found to be a major predictor of stress in the study. When perfectionism's impact on stress was controlled, self-control remained a strong predictor of stress. When self-control was controlled, however, the effect of high standards on stress was no longer statistically significant.

Yu et al. (2016) investigated the association between academic self-efficacy, socially prescribed perfectionism and academic burnout in medical school students to identify if academic self-efficacy played a moderating role in the relationship between perfectionism and academic burnout. This study included 244 first- and second-year premedical medical students, as well as first- to fourth-year medical students. According to the findings, Academic burnout was linked to socially prescribed perfectionism. It was found to have a negative relationship with academic self-efficacy. Academic burnout was explained by socially prescribed perfectionism and academic self-efficacy with a 54 % explanatory power. Academic self-efficacy partially mediated the relation between socially prescribed perfectionism and academic burnout when both socially prescribed perfectionism and academic self-efficacy were utilized as input.

Ghorbandordinejad and Afshar conducted a study (2017). The purpose of this research was to study the correlation between self-efficacy, perfectionism and English language achievement among Iranian EFL students. Female third-grade high school students (N = 400) from six high schools in Northern Tehran participated in this study. The findings demonstrated strong links between learners' self-efficacy and their English achievement. Furthermore, perfectionism was found to be inversely connected with English achievement, indicating that there is no relationship between learners' self-efficacy and English language achievement as mediated by perfectionism.

Jenaabadi et al. (2017) conducted a study in Iran to investigate the relationship between academic burnout and academic stress and academic self-efficacy among graduate students. The stratified random sampling method was used to select a sample of 307 graduate students from the University of Sistan and Baluchestan (140 female and 167 male students). Questionnaires on academic burnout, academic stress and academic self-efficacy were used to evaluate the participants. Academic stress was found to be significantly associated to academic self-efficacy, with an increase in academic stress among students leading to a decrease in self-efficacy.

Another study conducted in Ireland by Forjaz (2018) explored the correlation between academic procrastination and motivation dimensions (intrinsic, extrinsic and motivation), multidimensional perfectionism, and self-efficacy. A total of 77 college students (females

62.3 and males 37.7) took part in the study. The results of correlation study revealed that self-efficacy and multidimensional perfectionism have no significant relationship.

High Parental Expectations and Adolescent Academic Performance and Depression in Hong Kong: Ma et al. (2018) investigated the impact of high parental expectations on teenagers' academic performance and depression. It also examined to whether these relationships could be mediated by teenagers' academic success, self-efficacy and parental and school support. The sample consisted of 872 adolescents from secondary schools in Hong Kong, and the data were obtained from seven secondary schools in Hong Kong. The results demonstrated that high parental expectations were positively associated with adolescents' academic performance. The mediating effects of adolescent academic success and frequency of school support were also verified.

Kurtovic et al. (2019) conducted a study in Croatia to investigate the relationships between academic achievement, self-efficacy and perfectionism and procrastination in University students of Strossmayer Osijek, and to examine if procrastination can be predicted by academic achievement, self-efficacy and perfectionism dimensions. The survey included 227 university students from various faculties. According to the findings, Academic achievement, self-efficacy and adaptive perfectionism all have negative relationships with procrastination. Self-efficacy was also found to be positively related with adaptive perfectionism and negatively correlated with maladaptive perfectionism. Self-efficacy is not a major mediator in and of itself, but paths comprising self-efficacy and adaptive or maladaptive perfectionism mediate the relationship between academic achievement and procrastination.

Eley et al. (2020) investigated the role of perfectionism in mediating the relationship between personality trait profiles and levels of psychological distress in a study conducted in Brisbane, Australia. Medical students from the University of Queensland were included in a sample of first-year graduate students. Participants answered questions about their personality, perfectionism (Concern over Mistakes: CoM), stress, anxiety and depression on a questionnaire. The results revealed High Perfectionism-CoM was linked to the highest levels of stress, anxiety and depression. The association between personality and higher levels of psychological distress was significantly mediated by perfectionism-CoM.

One can confidentially comprehend how psychological stress affects academic performance, academic self-efficacy and perfectionism based on the literature review. The researcher discovered that the topic of this study has received insufficient attention in Arabic studies. Therefore, this study will examine the effect of psychological stress generated by general secondary Examination on students' academic performance in Bethlehem governorate: Academic self-efficacy, perfectionism as mediators' variables.

Chapter Three
Methodology

3.1 Introduction

This chapter described the methodology that used in the current study, including how participants were chosen, how the instruments were developed and how the data was gathered.

3.2 Study design

A quasi-experimental design was used to achieve the aim of study, which is "The Effect of Psychological Stress Generated by General Secondary Examination on Academic Performance among Second Secondary Class Students ".

3.3 Research subjects

The study population was 12th grade students from private schools at Bethlehem Governorate, that were applying for the General secondary examination (GSE) in academic year 2020/2021. A simple random sampling method was used to select students who participated in the study. Eighty-two students participated in the study (N=82, 40 males and 42 females). Each class was divided randomly into two experimental groups. Twelfth grade participants were selected as the study's sample because they represent a critical turning point in the lives of adolescents at this age. They are finishing their preparations for university's higher adult learning period.

3.4 Study instruments

1. General secondary examination (GSE): 40 questions were chosen from previous general high school exams, (20 questions consisted the Arabic exam and 20 questions the math exam). tested the questions on a sample of 60 participants from a "scientific discipline" who were selected randomly, in order to select the most difficult questions (level 4 and 5 on a scale of difficulty from 1-5). After that, the final version of the General secondary examination consisted of 10 questions for each subject (Arabic and Math), the structure of the both exams (Arabic and Math) consists of multiple-choice questions, and four options for each question and the student circle the correct answer. The scores for each exam was calculated each question is worth five points

for both exams version (Arabic and Math); if the student correctly answers, he/she receives one point; if the student incorrectly answers, he/she receives zero point. The proportion of marks has been converted to a total of 100, which is the overall mark.

3.4.1 Validity of both exams (Math and Arabic)

The two exams approved and validated by the ministry of education in Bethlehem Governorate.

3.4.2 Reliability of Math exam

Table (1)

Intraclass Correlation Coefficient for Math exam (Experimental group "2")

Intraclass Correlation	F Test with True Value 0			
	Value	df1	df2	Sig
-0.412	0.708	40	40	0.860

The internal consistency of the Math exam for experimental group "1" was assessed using the Cronbach's alpha equation (Cronbach's Alpha= 0.40).

3.4.3 Reliability of Arabic exam

Table (2)

Intraclass Correlation Coefficient for Arabic exam (Experimental group "2")

Intraclass Correlation	F Test with True Value 0			
	Value	df1	df2	Sig
0.082	1.089	40	40	0.394

The internal consistency of the Arabic exam for experimental group "1" was assessed using the Cronbach's alpha equation (Cronbach's Alpha= 0.72).

2. Academic perceived self-efficacy: the academic perceived self-efficacy questionnaire was used based on Bandura (1997) which examines the sense of confidence in the individual's ability to perform academic related tasks (10 different situations). The items in the questionnaire do not refer to a particular academic field, subjects are asked to address the question "until how confident you are?". in 10 various cases, for example: "in your ability to learn new knowledge?" or "fill all obligations for the course or class in study?". Subjects were asked to refer to their agreement or disagreement on a scale from 1-5. (1_"strongly agree") - (5_"strongly

disagree"), the current questionnaire was validated using by translation-back translation to the Arabic language Hakim, (2015) and internal consistency was (0.84 Cronbach of alpha). There were no reversed items.

3. Perfectionism: Multidimensional perfectionism scale is a 45-item questionnaire that assesses self-oriented perfectionism (e.g., one of my goals is to be perfect in everything I do). Other-oriented perfectionism (e.g., I have high expectations for the people that matter to me) and socially prescribed perfectionism (e.g., my family expects me to be perfect). Subjects rate their level of agreement with the items using a rating system. Several items are reverse-keyed, and the subscales are scored so that higher scores indicate a higher level of perfectionism (Hewitt & Flett, 1990).

3.5 Further development

The Multidimensional perfectionism scale was translated to Arabic language using translation and back-translation validity methodology.

3.5.1 Validity of the scale

A group of psychologists assessed the Multidimensional perfectionism scale for content validity and comprehensibility to assure its validity. Each member provided a rating sheet that included a list of all the statements. Experts can use the rating sheet to check suggested questions for validity and comprehensibility. The experts evaluated the clarity and scope of the statements to see if they were comprehensible. Any item that received a "2" out of ten expert rejections was discarded.

3.5.2. Reliability of the scale

The internal consistency of the scale was assessed using the Cronbach's alpha equation (Cronbach's Alpha= 0.77).

3.6 Manipulation

Two experimental groups were provided the same information regarding the difficulty of the exam. However, in the experimental group "2", the researcher conducted a direct manipulation, and participants were told that "the test is similar to the official General secondary examination and predict their success in the (GSE)". In the experimental group

"1", the researcher provided the usual instructions for the exam, and participants were told "these test questions chosen from previous general high school exams".

3.7 Procedures

The study was divided into two stages. In stage one, all participants solved an exam that included 10 Arabic exam and 10 Math exam, as a preliminary examination aimed at measuring the level of performance of Participants, at this stage the exam time was limited to 40 minutes. After one week, in stage 2 participants were randomly separated into two experimental groups.

In this stage, both experimental groups, filled out the same questionnaires for every of the variables: demographic sheet, academic perceived self-efficacy questionnaire and Multidimensional perfectionism scale. The time to fill out the questionnaires was not limited. When all participants finished filling out the questionnaires, the manipulation for each group was activated as mentioned in the manipulation section above. After the manipulation was activated, in each group participants resolved the exam that consisted of (10 questions in Arabic exam and 10 questions in Math exam).

After conducting the study, the researcher held a workshop to the participants, explaining the manipulation and the aim of elevating the sense of stress. The purpose of the workshop was to prevent ongoing influence on their performance on the GSE exam as a result of the manipulation and raising their awareness on the effects of psychological stress on academic performance.

3.8 Data analysis

Firstly, in order to investigate the correlation between the variables on academic performance in Arabic and Math exams, the researcher used Pearson correlation analysis.

Secondly, in order to identify gender differences, the researcher used independent samples t-test. Finally, in order to investigate the effect of the manipulation on the academic performance of Arabic and Math exams the researcher used (ANCOVA).

Chapter Four

Results

This chapter illustrates the study's results and findings through percentages, frequencies, means, standard deviations and correlations.

4.1 Preliminary statistics

To test Hypothesis 1, if there are significant positive effect of relationship between Arabic exam with scale of perfectionism and perceived self-efficacy.

A Pearson's correlation analysis was conducted and we found low and positive significant correlation between post-Arabic exam and perceived self-efficacy ($r = .229$, p < 0.05). However, no significant correlations were found between other variables (See table 3). In addition, no significant correlations between other variables.

Table (3)

The correlation between pre and post Arabic exam, perceived self-efficacy and scales of perfectionism

Perfectionism				
Variables	Perceived Self-efficacy	Self-oriented scale	Other oriented scale	Socially prescribed
Pre-Arabic exam	0.204	0.195	-0.035	0.41
Post-Arabic exam	*0.229	0.026	-0.112	-0.075

*p <0.05.

We used Pearson's correlation analysis to examine hypothesis 2, if there are significant positive effect of relationship between Math exam with scale of perfectionism and perceived self-efficacy. The results showed no significant correlations between the variables (See table 4).

Table (4)

The correlation between pre and post Math exam, perceived self-efficacy and scales of perfectionism

	Perfectionism			
Variables	Perceived Self-efficacy	Self-oriented scale	Other oriented scale	Socially prescribed
Pre-Math exam	0.161	0.035	0.068	0.101
Post-Math exam	-0.071	-0.137	0.089	-0.028

Gender differences in test scores in the pre and post math and Arabic exams were tested using between the average scores of the pre and post math and Arabic exams for the two experimental groups due to the gender variable was tested using independent- samples t-test. The data presented in Table 5 showed that there were significant differences (t (80)=2.152, p<0.05) in the scores with mean score for pre-math exam regarding male (M=51.25, SD=17.274) was higher than female (M=43.10, SD=17.035) (see table 5).

Table (5)

Mean, standard deviation, T-value and significant value due to gender variable

Gender	N	Mean	SD	T-value	Sig
Male	40	51.25	17.274	2.152	0.034
Female	42	43.10	17.035		

4.2 Main effects and interaction

To test hypothesis 4, used ANCOVA Covariance, the results showed there are no significant main effects of academic perceived self- efficacy with Math exam, F (1, 76)=0.05, P= 0.814. In addition, there are no significant of dimensions of perfectionism with Math exam. Self-oriented, F (1, 76) = 1.62, P= 0.206. Socially prescribed, F (1, 76) =0.04, P= 0.831. Other oriented F (1, 76) = 1.29, P= 0.258. In addition, the results showed there are no significant main effects of dimension of perfectionism scale with Arabic exam. Socially prescribed F (1, 72) = 0.04, P= 0.831. Self-oriented, F (1, 72) = 0.57, P=0.452. Other oriented F (1, 72) = 1.73, P= 0.191. While there are significant main effects of academic perceived self-efficacy with Arabic exam F (1, 72) = 6.23, P = 0.015.

A ANCOVA repeated measures was conducted to test hypothesis 5, and the results showed a statistically significant difference between the Arabic exam means of the experimental group "2" vs the experimental group "1" based on the use of manipulation regarding time testing (pre and post) and (pre and post math exam). See table 6 for more detailed and figures 1 and 2 for graphic demonstrations of the manipulation effect.

Table (6)

Mean, standard deviation and repeated measures analysis of variance for the effect of (manipulation) on two experimental groups regarding time testing (pre- post Arabic exam) and (pre- post Math exam)

	Experimental (manipulation) N=41		Experimental "1" N= 41		F (1.80)	P value	Partial Eta square
	mean	*SD*	*Mean*	*SD*			
Arabic-pre exam	70.24	19.169	61.71	14.816	1871.5	0.000	0.959
Arabic-post exam	66.83	19.292	65.61	16.286			
Math-pre exam	51.95	17.207	42.20	16.660	399.04	0.000	0.833
Math-post exam	34.63	17.621	49.34	43.872			

Figure (1)

Performance on the Arabic exam as a function of the manipulation
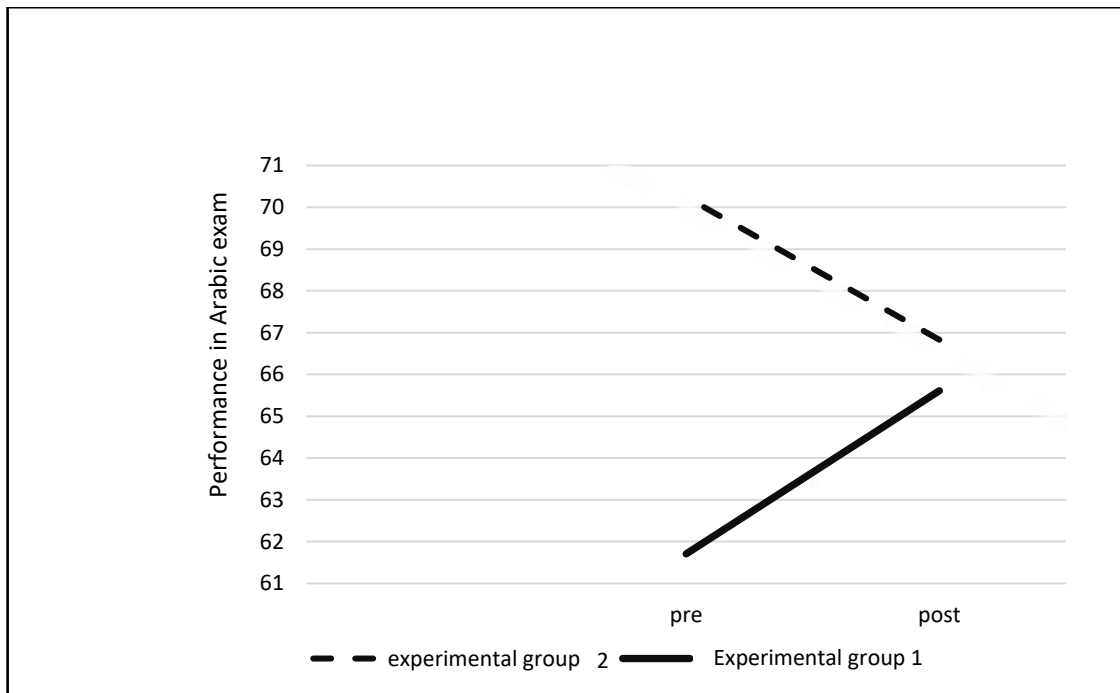
Figure (2)

Performance on the Math exam as a function of the manipulation
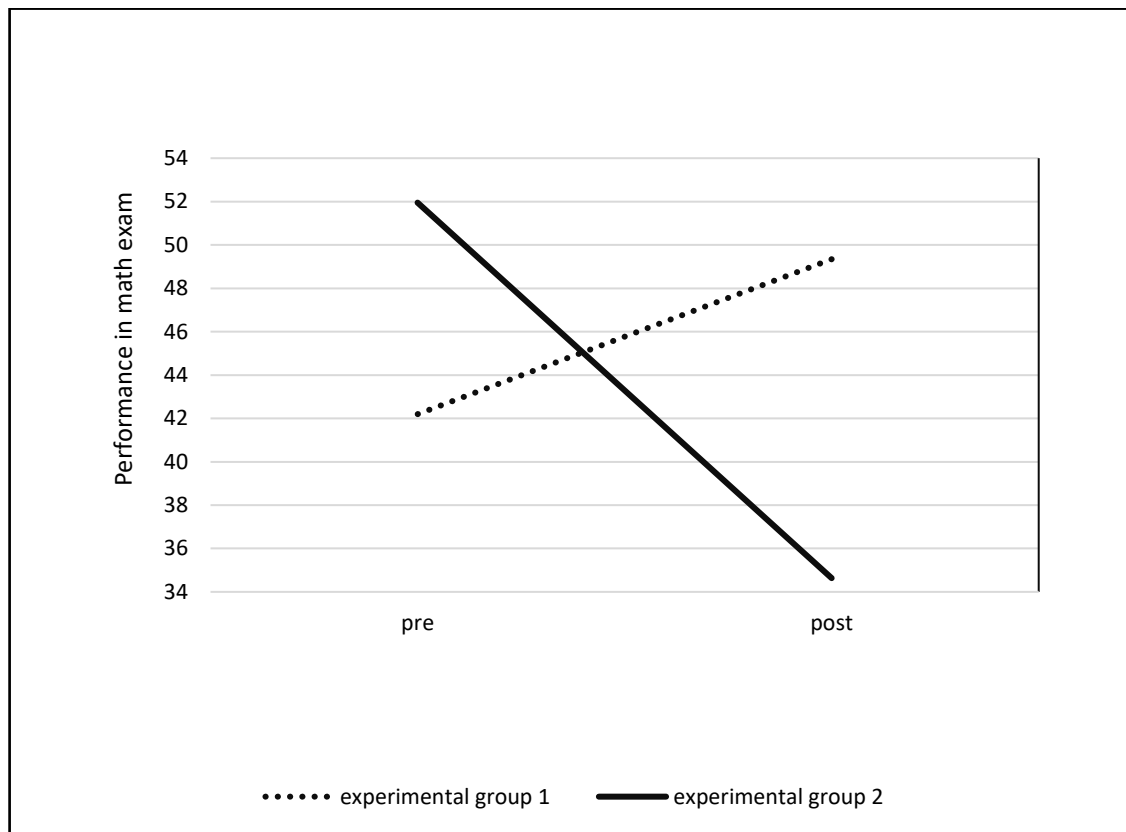
These findings in figure 1 and 2 showed a clear difference between pre and post manipulation on both Arabic and Math exams, in experimental group "2" supporting the existence of a manipulation. Pre-Arabic, M=70.24, SD=19.169, and M=66.83, SD 19.292 after the manipulation. In the pre-Math exam M= 51.95, SD = 17.207 and M 34.63, SD=17.621 after the manipulation.

Chapter Five

Discussion, Limitations and Implications

5.1 Discussion

The main goal of the current study was to measure the effect of psychological stress generated by general high school exam on academic performance among high school students.

The first hypothesis, was partially confirmed and it was found that there is positive significant relationship between post Arabic exam and perceived self-efficacy. This partially findings corroborates the results of earlier studies, Ghorbandordinejad and Afshar (2017) that found positive relationships between learners' self-efficacy and English achievement' didn't find that perfectionism has no mediation role in the relation between self-efficacy and English language achievement . Similarly, also they found a positive and high relationship between academic success and self-efficacy, and they concluded that good academic performance was correlated with having high self-efficacy (Lane et al., 2004). Mosley (2007) also found greater self-efficacy is related to higher academic performance (measured by GPA). However, regarding to the other part of the first hypothesis, as no correlation was found between pre and post Arabic exam and scales of perfectionism. In addition, regarding to the second hypothesis, the results show no correlation between pre and post Math and perceived self-efficacy and scales of perfectionism. In the fourth hypothesis, there were no effects of perceived self- efficacy and perfectionism as moderators, while the perceived self-efficacy was significant with Arabic exam and not with other variables.

The current findings didn't support our hypothesis, consistent with previous studies, that showed no correlation between perceived self-efficacy and perfectionism. Forjaz (2018) found that there is no association between dimensional of perfectionism and self-efficacy. Another study, found that the perfectionism for both gender was not substantially correlated with self-efficacy (Rice et al., 2013). In addition, Shcherbakova (2001) failed to find moderating effects of general efficacy on the relationship between perfectionism (positive and negative) and depression. Contrary, with previous studies which has shown relationship between academic self-efficacy and multidimensional perfectionism. Study conducted by Sarac (2017) showed, that there is a positive significant relationship

between self-efficacy and dimensions of perfectionism. In addition, self-efficacy was significantly explained by the dimensions of perfectionism. Maladaptive perfectionism interacted with self-efficacy in the prediction of depressive symptoms, whereas adaptive perfectionism did not, and adaptive perfectionism was positively linked with self-efficacy (Zhang and Cai, 2012). Similarly, another study showed a positive relationship between self-efficacy and adaptive perfectionism and a negative one with maladaptive perfectionism (Kurtovic et al., 2019).

The explanation for our findings regarding the second hypothesis is that the perceived self-efficacy was not confirmed in the math exam. The first hypothesis, however, was significant in the Arabic exam. It is possible that the students in the present study had higher verbal abilities and relied on their personal abilities; and this was not found in the math exam.

One explanation for our findings regarding perfectionism is that the perfectionism scale in the present study measured more than one dimension of perfectionism at the same time in one session. The other explanation, is related to the appearance and development of perfectionism. The majority of previous studies that discovered a link between perfectionism and self-efficacy was conducted on university students (late adolescents). Further research should examine this trait in one dimension in adolescence and its relation with perceived self-efficacy and academic performance.

For the third hypothesis, we found partial support, as gender differences emerged on the pre math exam, with males scoring significantly higher than females. These results is in line with previous research, studies found that gender differences exist in predicting actual performance (GPA) when the research compares women and men in areas like mathematics which women has less performance in mathematics course than men (Rice et al., 2013). Similarly, Osborne (2001) also found that males outscored the females related to math achievements scores.

The results in the current research also confirmed our main hypothesis (h5), and manipulation was evident for both Post Arabic and math exams. Results showed in both exams a reduce in the performance of experimental group "2" students in comparison with experimental group "1" students, who did not receive the same instructions. In other words, in the experimental group "2", the students showed higher psychological stress

than the experimental group "1" in both exams, that lead to reduce in their academic performance in exams.

The literature explains the phenomenon that the negative effect of psychological stress in reducing the academic performance. These results in line with previous research by Slobodnikova and Seng (2021), that showed the effect of threat (psychological stress) in reducing the academic performance. Another study in accordance with the current study, conducted by Taylor and Walton (2011), that provided direct evidence that psychological stress can undermine academic learning.

The effects are not only limited to exam results, but can also have negative consequences on the psychological side. Such as anxiety, stress and psychological distress (Ely et al., 2020; Pascoe et al., 2020; Yusoff et al., 2011).

During the post-exams, after the manipulation was activated, the researcher noted the students in the experimental group felt anxious and asked questions about the exams more than the control group. The COVID-19 in this period affected the students' performance and may have increased stress and anxiety among students.

5.2 Limitation

In the present research, the examination of manipulation was conducted to a population that had never been studied before in this context.

It is essential to highlight that the current study's generalizability is limited to Bethlehem 12th Grade high school pupils. As described in the methodology section, the sample included students from Bethlehem Governorate's private high schools (scientific branch).

Additionally, there was a gap in the scores between the Arabic and Math exams in two experimental groups in the pre stage in favor to experimental group 2, indicating differences in performance as a result of the perceived difficulty of the exam, although the researcher applied a pilot stage to examine the degree of difficulty of the questions.

Another limitation that might affected our results, is the use of the Multidimensional Perfectionism Scale to high school students, while most studies in the literature the scale was used to measure perfectionism university students in general; it is possible that using the same scale for high school students was not accurate. It is also important to notice that

this scale contained a high number of items (45 paragraphs), which required effort and time from the students. The researcher also observed that the participants had difficulty in understanding the scale's items. This leads to the conclusion that using translation- back translation as a validation method is not sufficient and an adaptation procedures to the Arabic language and culture should be considered in future research.

5.3 Implications and Recommendations

Some implications and recommendations for future research must be stated based on the findings of this study.

The main result of this study indicates that psychological stress play a role in the academic performance of high school students in Palestine. Previous research and this study have found that higher levels of psychological stress in pupils are associated with lower academic performance. As a result, teachers and counselors in higher schools should be aware of these concerns and add strategies into their work with students to assist them enhance their perceived self-efficacy and manage psychological stress.

Counselors in schools could additionally play a key role in helping students struggling with psychological stress by preparing students for the future or training them to deal with the stress in more adaptive manner. Counselors also can teach and supervise students for more effective techniques to reduce psychological stress and enhance perceived self-efficacy.

Regarding the sample size, for future research, a larger and more representative sample would be more useful. Studies in the future could involve different types of high schools (private and public) and from different areas of the Palestinian territory.

Future research could go deeper into these issues in other populations of high school students, students from various disciplines (humanistic and scientific), and students with various demographic characteristics.

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Appendices

Appendix (A)

Demographic sheet

القسم الأول: البيانات الشخصية:

يرجى ضع دائرة حول رمز الإجابة التي تناسبك فيما يلي:

الجنس: 1. ذكر. 2. أنثى.

مكان السكن: 1. مدينة. 2. قرية. 3. مخيم.

1. واحد ممّا يلي ليس من الآراء المطروحة للتّخلّص من سيّدنا يوسف عليه السّلام:

أ. قتله ب. رميه في أرض بعيدة ج. بيعه للسّيّارة د. إلقاؤه في البئر

2. بالرّجوع إلى أحداث مسرحيّة "غروب الأندلس"، من الشّخصيّة المخالفة ممّا يلي؟

أ. أبو عبدالله ب. أبو القاسم ج. ابن سراج د. شيخ القضاة

3. ما المعنى الخفيّ الّذي ينطوي عليه قول غسّان كنفاني: "سمعتُ صيحة حادّة في أعلى الشّجرة"؟

أ. خوف البومة من غسّان ب. انتقاد الكاتب دفن الصّندوق ووقف المقاومة

ج. التّشجيع على دفن الصّندوق د. إنذار بمعرفة اليهود مكان دفن الصّندوق

4. أيّ من المجموعات الآتية كلّها للكاتب غسّان كنفاني؟

أ. (أم سعد وأغاني القمّة والقاع وعائد إلى حيفا) ب. (شواطئ القمر ورجال في الشّمس وأنّات حائرة)

ج. (ما تبقّى لكم وموت سرير رقم 12 وعائد إلى حيفا) د. (الهدف وشواطئ القمر وما تبقّى لكم)

5. ماذا يسمّى "مَن تساقطت أسنانه" في اللّغة العربيّة؟

أ. الأحدب ب. الأعسر ج. الأدرد د. الأشرم

6. ما يضاعف مرارة الاعتقال الإداريّ؟

أ. وجود الملفّ السّرّيّ ب. منع الزّيارات ج. تمديده فترات متتالية د. العزل الانفراديّ

7. ما المقصود بـ "أمل ذوى" كما ورد في قول الشّاعر: " أمل ذوى ما كان لي أمل سواه"؟

أ. الموت في الوطن ب. العيش في الوطن ج. استرداد أرضه د. دفن ابنه في وطنه

8. في أيّ من الجمل وردت كلمة "أكرم" ممنوعة من الصّرف؟

أ. حاتم الطّائيّ من أكرم العرب ب. أكرمَ صديقي أباه ج. أكرم صديقٌ وفيّ د. أكرمُ صديقي إذا زارني

9. ما الجملة الّتي وردت فيها كلمة "معارف" ممنوعة من الصّرف؟

أ. يتسلّح الطّالب بالمعارف المتنوّعة ب. يتسلّح الطّالب بمعارفه المتنوّعة

ج. يتسلّح الطّالب بالمعارف والآداب د. يتسلّح الطّالب بمعارف متنوّعة

10. ما الكلمة الممنوعة من الصّرف لسبب واحد؟

أ. أحور ب. ملآن ج. فُضلى د. ليلى

Appendix (C)

Pre- Math exam

١) ما قيمة $\lim\limits_{\substack{\leftarrow \\ \text{س}}} \dfrac{\text{س}^{٢}\text{جا}\frac{\pi}{\text{س}}}{\text{س}-١}$

(ا) $-\pi$ (ب) -١ (ﺟ) -٢ (د) π

٢) اذا كان متوسط تغير ن(س) = ٢س ^{٢} + ٣س في $[١،٣]$ يساوي ١١ ماقيمة ا

(ا) -١ (ب) ١   (ﺟ) ٣   (د) ٨

٣) اذا كان ن(س) = $\left\{\begin{array}{l}\text{س}^{٢} + ٢ \text{ ، س} \neq ٥ \\ ٤\text{س} + ٧ \text{ ، س} = ٥\end{array}\right.$ فما قيمة ن $^{\backslash}(٥)$

(ا) صفر   (ب) ٥   (ﺟ) ١٠   (د) غيرموجودة

٤) اذا علمت ان س =قاس فما قيمة $\dfrac{\text{د}\text{ص}}{\text{د}\text{س}}$ س

(ا) ظاس   (ب) قاس ظاس   (ﺟ) جاس   (د) س

٥) اذا كان المستقيم ص = ٢س + ١ عمودي على الممماس لمنحنى ن(س) عند النقطة (٣-،٢ –) فان

$\lim\limits_{\substack{\leftarrow \\ \text{س}}} \dfrac{٢\text{ن}(\text{س})+٦}{\text{س}+٢}$ = (ا) $\dfrac{-١}{٢}$ (ب) ١   (ﺟ) ٢   (د) -١

٦) اذا كان ن(س) = س ^{٢} ، هـ(س) = $\dfrac{\text{ب}}{٢\text{س}-١}$ ، س $\neq \dfrac{١}{٢}$ ، ب < ٠ ، وكان(ن $^{\backslash}$ه)$^{\backslash}$(١) = -٤٨

فما قيمة الثابت ب

(ا) ١٦   (ب) ٨   (ﺟ) ٤   (د) ٢

٧) اذا كان ن(س) = هـ $^{٢\text{س}^{٣}}$ + لو(٢+ظاس) +جاπ جد ن $^{\backslash}(٠)$

(ا) $\dfrac{٥}{٢}$ (ب) $\dfrac{٣}{٢}$ (ﺟ) $\dfrac{-٣}{٢}$ (د) $\dfrac{١}{٢}$

٨) اذا كان ن(س) = س هـ $^{\text{س}}$ فان قيم س الحرجة لـ ن $^{\backslash}(\text{س})$ هي

(ا) -٢ (ب) -١ (ﺟ) $٠،-١$ (د) $٠،-٢$

٩) س = $\dfrac{\text{جتاص}}{١-\text{جاص}}$ فان $\dfrac{\text{د}\text{ص}}{\text{د}\text{س}}$ =

(ا) $\dfrac{١}{١-\text{جاص}}$ (ب) $\dfrac{\text{جاص}-١}{\left(١-\text{جاص}\right)^{٢}}$ (ﺟ) $\dfrac{\text{جاص}+١}{١-\text{جاص}}$ (د) $\dfrac{-\left(١+\text{جاص}\right)}{\left(١-\text{جاص}\right)^{٢}}$

١٠) اذا كان جتا^{٢}ن(٢س) = $\dfrac{١}{\text{س}}-\dfrac{٣}{٢}$ ، ن(٦) = $\dfrac{\pi}{٣}$ ، فان ن $^{\backslash}(٦)$

(ا) $\dfrac{٢}{٣\sqrt{}}$ (ب) $\dfrac{١}{٢٧\sqrt{}}$ (ﺟ) $\dfrac{١}{٦}$ (د) $\dfrac{-١}{٦}$

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Appendix (D)

Post-Arabic exam

١. ما المقصود بالكلمة المخطوط تحتها، كما وردت في سورة يوسف عليه السّلام: "إنّه ربّي أحسن مثواي"؟

أ. إلهه المعبود ب. مَن ربّاه في بيته ج. صاحبه د. حاكمه

٢. ما الوزن الصّرفيّ والمفرد لكلمة "أخاديد" على التّرتيب؟

أ. أفاعيل/ خُدٌّ ب. فعاليل/ أخدود ج. أفاعيل/ أخدود د. أفاليل/ خدود

٣. ما يُفهم من العبارة :"القدس اسم لا تحدّه دلالة"؟

أ. لا حدود تاريخيّة للقدس ب. لا تعجز اللغة عن وصف القدس

ج. تعجز اللغة عن وصف القدس د. للقدس دلالات عظيمة في النّفوس

٤. ما المعنى المشترك بين الصّدقة الخفّيّة وذكر العبدِ اللهَ خاليًا؟

أ. كلاهما يحدث في الظّلام ب. كلاهما يخلو من الرّياء ج. كلاهما ينفع المجتمع د. كلاهما يؤدّي إلى الغنى

٥. أين تكمن لحظة التّأزّم في قصّة "البومة في غرفة بعيدة"؟

أ. إسقاط الصّندوق في الحفرة ب. رؤية البومة على الشّجرة

ج. التّردّد في إسقاط الصّندوق د. تذكّر الكاتب أين رأى البومة

٦. ما العمل الّذي نُسب إلى قائله بشكل صحيح؟

أ. رسالة إلى صديق قديم/ حسن المروانيّ ب. شواطئ القمر/ عزيز أباظة

ج. وصيّة لاجئ/ هاشم الرّفاعيّ د. أنّات حائرة/ هاشم الرّفاعيّ

٧. ما الضّبط الصّحيح لـ "غزّة" في قولنا: "لا بدّ من توحيد الكلمة بين الضّفة وغزّة"؟

أ. الضّمّة ب. الكسرة ج. الفتحة د. يجوز فيها الفتح والكسر

٨. يتفاقم عدد المصابين بكورونا في فلسطين وأماكن عديدة، ما الضّبط الصّحيح لما تحته خطّ على التّرتيب؟

أ. كسرة/فتحة/فتحة ب. كسرة/ فتحة ج. فتحة/ تنوين فتح د. فتحة/ تنوين كسر

٥٧

9. ما البديل الّذي جميع كلماته ممنوعة من الصّرف لسبب واحد؟

أ. زملاء/هُبل/ شقراء ب. سفلى/ موانئ/ ريّان ج. زيدان/ إسراء/ كُرماء د. بيداء/عُلماء/ خواصّ

10. ما الجمع الّذي لا يمنع من الصّرف من الآتي؟

أ. مساكين ب. مجانين ج. فنّانين د. شياطين

١١) اذا كان ص = (ن + ١)' ، ص' = $\frac{ن - ١}{ن + ١}$ فإن $\frac{د ص}{د س}$ عند س = ..

ا) ١٧   ب) ٨   جـ) ٣   د) -٨

١٢) اذا كانت ن'(س) = (س - ٢)'(س - ١)'(س - ٥)٤ فإن عدد نقاط الانعطاف للأقتران ن(س) المعرف على ؟

ا) ١   ب) ٢   جـ) ٣   د) ٠

*) معتمدا على الشكل المجاور الذي يمثل منحنى ن'(س) اجب عن الفقرتين (١٣ ، ١٤) الآتيتين

١٣) ما قيمة / قيم س التي يكون عندها للأقتران ن(س) قيمة صغرى محلية

ا) ١   ب) ٢   جـ) ٣   د) ١،٣
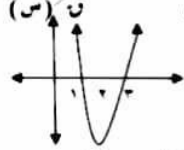
١٤) ما هو المجال الذي يقع فيه منحنى ن(س) تحت جميع مماسته

ا)]١،٣[ب)]٢،∞[جـ)]∞،١[∪]٣،∞[د)]∞،٢[

١٥) اذا كان ن(س) = ٤ - |٣ - س| ،س ϵ [٢،٣] فإن القيمة العظمى المطلقة

ا) ٣   ب) ٢   جـ) ٤   د) ٦

١٦) اذا كان س = ١٢ - ٢ص احدى المعادلتين الخطيتين بمتغيرين وعند استخدام طريقة كريمر للحل وجد |م| + ٨ |م| = ٨ فما قيمة |م|

ا) ٦   ب) -٦   جـ) $\frac{١}{٦}$ د) $\frac{-١}{٦}$

١٧) [٢س ص] . [١١] = $\begin{bmatrix} ٥ \\ ص \end{bmatrix}$ فما قيم س

ا) -١،١١   ب) ١،-١١   جـ) ١٠،-١   د) ١٠،١

١٨) اذا كان س ، ص مصفوفتان مربعتان غير منفردتان من الرتبة ن حيث |٢س.ص⁻¹| = ٨ ، |س⁻¹| = ٣ ، |ص| = ١٢ فما قيمة ن

ا) ٣   ب) ١٦   جـ) ٥   د) ٣٢

١٩) اذا كان (أ - ب)⁻¹ = $\begin{bmatrix} ٢ & ٢ \\ ٠ & ١ \end{bmatrix}$ فما قيمة ٢١(أ - ب) + ٣(٤أ + ب)٢ + ب

ا) $\begin{bmatrix} ٠ & -١ \\ -\frac{١}{٢} & ١ \end{bmatrix}$ ب) $\begin{bmatrix} ١ & -١ \\ \frac{١}{٢} & ٠ \end{bmatrix}$ جـ) $\begin{bmatrix} ١ & ٠ \\ \frac{١}{٢} & -١ \end{bmatrix}$ د) $\begin{bmatrix} ٢ & ٢ \\ ٠ & ١ \end{bmatrix}$

٢٠) اذا كانت أ = $\begin{bmatrix} ص & ١ \\ ٤ & ٤ + س \end{bmatrix}$ ، أ⁻¹ = $\begin{bmatrix} ٢ & \frac{-١}{٢} \\ ٥ - س & ١ \end{bmatrix}$ فما قيمة س

ا) - ٢   ب) ٢   جـ) ١   د) - ٤

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Appendix (F)

Perceived Self-efficacy (Arabic version)

بعض الأقوال يصف بها الناس مقدراتهم الأكاديمية. اقرأي بتمعن كل جملة وقدر\اي إلى أي مدى تطابق هذه الجملة أوصافك، باعتبار أن 1 (لا أوافق أبدًا) و 5 يعني (أوافق تمامًا)

أوافق تمامًا 5	4	3	2	لا أوافق أبدا 1	
					1. بإمكاني دائمًا حل المشكلات الصعبة في كل المجالات الأكاديمية إذا بذلتُ جهدي.
					2.كان سهلا علي دائمًا النجاح في دراستي.
					3. الدراسة الجامعية ليست إحدى مجالات نجاحي.
					4. أنا واثق من أني أستطيع مواجهة المشاكل الصعبة في الأكاديمية.
					5. بإمكاني البقاء هادئًا رغم الصعوبات في حل مشكلة معقدة في كل مجالات الدراسة.
					6. أستطيع أن أصف نفسي كأحد\ كإحدى الطلاب الأقوياء في صفي أيام دراستي في المدرسة.
					7. يعتقد والدي أني شاطر\ شاطرة في دراستي.
					8. أستطيع تعلم المواضيع الجديدة بسهولة.
					9. أنا قادر على القيام بكل واجباتي الدراسية.
					10. اشعر بالثقة بالنفس لدى توجيه سؤال إلى المعلم\ة وطلب المساعدة منه\ا منها.

Multidimensional Perfectionism scale (Arabic version)

اقرأ أي بتمعن كل جملة وقدر أي إلى أي مدى تطابق هذه الجملة أوصافك، باعتبار أن 1 (لا أوافق) و7 يعني (أوافق).

	الفقرة	1 لا أوافق	2	3	4	5	6	7 موافق
1	عندما أقوم بعملٍ ما، لا أستريح حتى إكماله بشكل مثالي.							
2	من غير المرجح أن أنتقد شخصًا ما وذلك بسبب التخلي عنه بسهولة.							
3	ليس من المهم أن ينجح الأشخاص المقربين مني.							
4	نادرًا ما أنتقد أصدقائي لقبولهم شيئًا ثانيًا أفضل.							
5	أجد صعوبة في ملائمة توقعات الآخرين.							
6	من أهدافي أن أكون مثاليًا في كل ما أقوم به.							
7	كل ما يفعله الآخرون يجب أن يكون على أعلى مستوى من الجودة.							
8	لا أهدف أبدًا إلى تحقيق الكمال في عملي.							
9	أولئك الذين من حولي يتقبلون بسهولة الأخطاء التي ارتكبها أيضًا.							
10	لا يهمني حين لا يبذل شخص قريب مني قصارى جهده.							
11	كلما قمتُ بعملٍ ما بشكل أفضل، كلما كان من المتوقع مني أن أفعل ذلك أفضل.							
12	نادرًا ما أشعر بالحاجة إلى أن أكون مثاليًا.							
13	أي شيء أقوم به أقل من رائع سيتم النظر إليه على انه عمل رديء من قبل من حولي.							
14	أسعى أن أكون مثالي كما أستطيع أن أكون.							
15	من المهم جدًا أن أكون مثاليًا في كل عمل أحاول القيام به.							
16	لدي توقعات عالية للأشخاص المهمين بالنسبة لي.							
17	أسعى إلى أن أكون الأفضل في كل ما أقوم به.							
18	الأشخاص الذين من حولي يتوقعون مني النجاح في كل ما أقوم به.							
19	ليس لدي معايير عالية جدًا بالنسبة لمن حولي.							
20	لا أطالب بشيء أقل من الكمال من نفسي.							
21	سوف يحبني الآخرون حتى ولو لم أتفوق في كل شيء.							
22	لا يجوز لي أن أزعج الناس الذين لا يناضلون لأجل تحسين أحوالهم.							
23	أشعر بعدم الارتياح بمجرد رؤية خطأ في عملي.							
24	لا أتوقع الكثير من أصدقائي.							
25	النجاح يعني أنه يجب أن أعمل بجد من أجل إرضاء الآخرين.							

						الرقم
					إذا طلبتُ من شخص ما القيام بشيء ما، أتوقع أن يتم ذلك بشكل متقن.	26
					لا أستطيع تحمل مشاهدة أشخاص مقربين مني يرتكبون الأخطاء.	27
					أنا شخص مثالي في تحديد أهدافي.	28
					إن الناس المهمين بالنسبة لي لا ينبغي لهم أبدًا أن يسمحوا لي أن أسقط.	29
					يعتقد الآخرون أنني بخير، حتى عندما لا أنجح.	30
					أشعر أن الناس يطلبون مني أكثر من اللازم.	31
					يجب أن أعمل على تحقيق كامل إمكاناتي في جميع الأوقات.	32
					على الرغم من أنهم قد لا يقولون ذلك، الناس الآخرون ينزعجون مني جدًا عندما أخطئ.	33
					لا ينبغي لي أن أكون الأفضل في أي عمل ما أقوم به.	34
					تتوقع عائلتي أن أكون مثاليًا.	35
					ليس لدي أهداف عالية جدًا بالنسبة لي.	36
					نادرًا ما يتوقع مني والدي أن أتفوق في جميع جوانب حياتي.	37
					أنا أحترم الناس العاديين.	38
					لا يتوقع الناس مني شيئًا أقل من الكمال.	39
					أضع معايير عالية جدًا لنفسي.	40
					الناس يتوقعون مني أكثر مما أتمكن من تقديمه.	41
					يجب أن أكون ناجحًا دائمًا في المدرسة أو العمل.	42
					لا يهم بالنسبة لي عندما لا يحاول صديق مقرب أن يقوم بأصعب ما يمكن القيام به.	43
					الناس من حولي يعتقدون أنني لا زلتُ مؤهلًا حتى لو ارتكبت خطأ ما.	44
					نادرًا ما أتوقع من الآخرين أن يبدعوا في كل ما يقومون به.	45

Appendix (H)

Multidimensional Perfectionism scale

To score your responses, put the number of your response in the column that is <u>highlighted</u> next to this question.

		Disagree						Agree
1.	When I am working on something, I cannot relax until it is perfect	1	2	3	4	5	6	7
2.	I am not likely to criticize someone for giving up too easily	7	6	5	4	3	2	1
3.	It is not important that people I am close to are successful	7	6	5	4	3	2	1
4.	I seldom criticize my friends for accepting second best	7	6	5	4	3	2	1
5.	I find it difficult to meet others' expectations of me	1	2	3	4	5	6	7
6.	One of my goals is to be perfect in everything I do	1	2	3	4	5	6	7
7.	Everything that others do must be of top-notch quality	1	2	3	4	5	6	7
8.	I never aim for perfection on my work	7	6	5	4	3	2	1
9.	Those around me readily accept that I can make mistakes too	7	6	5	4	3	2	1
10.	It doesn't matter when someone close to me does not do their absolute best	7	6	5	4	3	2	1
11.	The better I do, the better I am expected to do	1	2	3	4	5	6	7
12.	I seldom feel the need to be perfect	7	6	5	4	3	2	1
13.	Anything that I do that is less than excellent will be seen as poor work by those around me	1	2	3	4	5	6	7
14.	I strive to be as perfect as I can be	1	2	3	4	5	6	7
15.	It is very important that I am perfect in everything I attempt	1	2	3	4	5	6	7
16.	I have high expectations for the people who are important to me	1	2	3	4	5	6	7
17.	I strive to be the best at everything I do	1	2	3	4	5	6	7
18.	The people around me expect me to succeed at everything I do	1	2	3	4	5	6	7
19.	I do not have very high standards for those around me	7	6	5	4	3	2	1
20.	I demand nothing less than perfection of myself	1	2	3	4	5	6	7
21.	Others will like me even if I don't excel at everything	7	6	5	4	3	2	1
22.	I can't be bothered with people who won't strive to better themselves	1	2	3	4	5	6	7
23.	It makes me uneasy to see an error in my work	1	2	3	4	5	6	7
24.	I do not expect a lot from my friends	7	6	5	4	3	2	1

		Disagree						Agree
25.	Success means that I must work even harder to please others.	1	2	3	4	5	6	7
26.	If I ask someone to do something, I expect it to be done flawlessly.	1	2	3	4	5	6	7
27.	I cannot stand to see people close to me make mistakes.	1	2	3	4	5	6	7
28.	I am perfectionistic in setting my goals.	1	2	3	4	5	6	7
29.	The people who matter to me should never let me down.	1	2	3	4	5	6	7
30.	Others think I am okay, even when I do not succeed.	7	6	5	4	3	2	1
31.	I feel that people are too demanding of me.	1	2	3	4	5	6	7
32.	I must work to my full potential at all times.	1	2	3	4	5	6	7
33.	Although they may not say it, other people get very upset with me when I slip up.	1	2	3	4	5	6	7
34.	I do not have to be the best at whatever I am doing.	7	6	5	4	3	2	1
35.	My family expects me to be perfect.	1	2	3	4	5	6	7
36.	I do not have very high goals for myself.	7	6	5	4	3	2	1
37.	My parent rarely expected me to excel in all aspects of my life.	7	6	5	4	3	2	1
38.	I respect people who are average.	7	6	5	4	3	2	1
39.	People expect nothing less than perfection from me.	1	2	3	4	5	6	7
40.	I set very high standards for myself.	1	2	3	4	5	6	7
41.	People expect more from me than I am capable of giving.	1	2	3	4	5	6	7
42.	I must always be successful at school or work.	1	2	3	4	5	6	7
43.	It does not matter to me when a close friend does not try their hardest.	7	6	5	4	3	2	1
44.	People around me think I am still competent even if I make a mistake.	7	6	5	4	3	2	1
45.	I seldom expect others to excel at whatever they do.	7	6	5	4	3	2	1

Appendix (I)

Instructions of manipulation

Experimental group 2:

The test is similar to the official General secondary Examination and predicts their success in the GSE.

Experimental group 1:

These test questions chosen from previous general high school exams.

جـامعـة النجاح الوطنية

كليـة الدراسـات العليـا

أثر الضغط النفسي الناتج عن امتحان الانجاز على الاداء الأكاديمي لطلبة الصف الثاني الثانوي: الكفاءة الذاتية المدركة والكمالية كمتغيرات وسيطة

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الملخص

الخلفية النظرية: تعتبر المرحلة الثانوية مرحلة تعليمية مهمة لأنها تترك آثاراً على مستقبل الطالب. نتيجة لذلك، يمر طلاب الصف الثاني عشر في فلسطين بضغوط نفسية أكاديمية. يصاحب هذه المرحلة قلق وتوترعلى الطالب مما يؤثر على أداء الامتحان. الكمالية مرتبطة بشكل إيجابي بأداء الطلاب في الامتحان ومؤشر على التحصيل الأكاديمي مثل معدل الدرجات. تعتبر الكفاءة الذاتية المدركة معيارًا للتنبؤ بالدرجات والإنجاز.

هدف الدراسة: قياس أثر الضغط النفسي الناتج عن امتحان الثانوية العامة على الاداء الأكاديمي لطلبة الصف الثاني الثانوي: الكفاءة الذاتية المدركة والكمالية كمتغيرات وسيطة.

المنهجية: تم استخدام التصميم التجريبي، حيث طبقت الدراسة على الطلاب تم اختيارهم من المدارس الثانوية الأهلية في محافظة بيت لحم، استخدمت الطريقة العينة العشوائية في اختيار الطلبة، وقد أجريت الدراسة على عينة مكونة من (82) طالبا وطالبة (الصف الثاني عشر) في محافظة بيت لحم الذين يعتزمون للتقدم لامتحان الثانوية العامة في عام 2021/2020. تم جمع البيانات من خلال استخدام النسخة العربية من الاستبيان الكفاءة الذاتية المدركة (Hakim, 2015)، وتم ترجمة مقياس الكمالية متعدد الأبعاد (Hewitt & Flett, 1990) إلى النسخة العربية، بينما يتكون امتحان الثانوية العامة من 10 أسئلة في اللغة العربية

و10 أسئلة في الرياضيات. تم توزيع الطلبة عشوائياً إلى مجموعتين تجريبيتين. تم تحليل البيانات باستخدام اختبار T للعينة المستقلة ومعامل ارتباط بيرسون و ANCOVA (تحليل التباين المشترك).

النتائج: تم إجراء ANCOVA لفحص تأثير (المناورة) على المجموعة التجريبية الثانية فيما يتعلق باختبار الوقت (قبل–بعد امتحان اللغة العربية) و (قبل–بعد اختبار الرياضيات)، وأظهرت النتائج وجود فرق ذات دلالة احصائية بين المناورة وبين قبل وبعد اختبارات اللغة العربية والرياضيات. كشفت النتائج عن عدم وجود آثار رئيسية ذات دلالة احصائية للكفاءة الذاتية المدركة والكمالية كمتغيرين وسيطين، بينما كانت الكفاءة الذاتية المدركة لها أثر وذات دلالة احصائية مع امتحان اللغة العربية وليس مع المتغيرات الأخرى. أظهرت النتائج الأولية ارتباطًا ذات دلالة احصائية ضعيفًا وإيجابيًا بين اختبار ما بعد اللغة العربية والكفاءة الذاتية. ومع ذلك، لم يتم العثور على ارتباط كبير مع المتغيرات الأخرى. أسفرت النتائج فروقًا بين الجنسين، وأن هناك فروقًا ذات دلالة إحصائية في الدرجات مع متوسط الدرجات لامتحان ما قبل الرياضيات لصالح الذكور.

الاستنتاج: بمعنى آخر، يلعب الضغط النفسي دورًا مهمًا في تقليل أداء طلاب المجموعة التجريبية الثانية في كل من امتحاني اللغة العربية والرياضيات. تمت مناقشة هذه النتائج، كما تمت مناقشة قيود الدراسة، بالإضافة إلى اتجاهات البحث المستقبلية المحتملة حول هذه الموضوعات.

كلمات المفتاحية: الضغط النفسي، امتحان الثانوية العامة، الأداء الأكاديمي، الكفاءة الذاتية المدركة، الكمالية.