



**An-Najah National University
Faculty of Graduate Studies**

**THE ROLE OF TEST ANXIETY AMONG TAWJIHI
STUDENTS AS PERCEIVED BY ENGLISH
LANGUAGE TEACHERS AND STUDENTS AT
PUBLIC AND PRIVATE SCHOOLS IN NABLUS**

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**This Thesis is submitted in Partial Fulfillment of the Requirements of the Degree
of Master of Methods of Teaching English Language, Faculty of Graduate Studies,
An-Najah National University, Nablus, and Palestine.**

2023

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Dedication

I dedicate this thesis to the individuals who have been an unwavering source of support and inspiration throughout my academic journey.

To my loving family, thank you for your endless encouragement, understanding, and sacrifices. Your belief in me has been a driving force behind my accomplishments. I am grateful for your love, patience, and unwavering support.

To my supervisor, Dr. Fawaz Aqel, your guidance, expertise, and mentorship have been invaluable. Your dedication to my academic growth and your commitment to excellence have shaped this thesis and my development as a scholar. Thank you for pushing me beyond my limits and instilling in me a passion for research.

To the memory of my father, whose unwavering belief in the power of education continues to inspire me. Though you are no longer with us, your spirit lives on in my pursuit of knowledge and academic success. I dedicate this thesis to you as a testament to the values you instilled in me.

To my dear mother, your unwavering support and love have been my guiding light. Your sacrifices and dedication to my education have been instrumental in my achievements. Thank you for always being there for me, cheering me on, and reminding me of my potential.

To my wife Nadia Qudsi, who has been a constant source of love, encouragement, and understanding. Your presence in my life has brought me joy and balance, and your belief in my abilities has propelled me forward. I dedicate this thesis to our shared dreams and the love that continues to inspire me.

To all my friends and loved ones who have stood by me, cheered me on, and provided a shoulder to lean on, thank you for your unwavering support and friendship. Your presence in my life has made this journey all the more meaningful.

Lastly, I dedicate this thesis to all the students who experience anxiety in their academic pursuits. May this research contribute to a better understanding of the challenges they face and inspire efforts to create supportive environments that foster their well-being and success.

This thesis is dedicated to all those who have played a significant role in shaping my academic path and enriching my life. Thank you for being part of this journey and for your unwavering belief in me.

Acknowledgement

I would like to express my deepest gratitude and appreciation to all those who have supported and contributed to the completion of this thesis.

First and foremost, I am immensely grateful to Allah for His blessings, guidance, and strength throughout this academic endeavor. His unwavering support has been a constant source of inspiration and motivation.

I extend my heartfelt appreciation to my supervisor, Dr. Fawaz Aqel, for their invaluable guidance, expertise, and unwavering commitment to my academic growth. Their insightful feedback, constructive criticism, and encouragement have played a pivotal role in shaping this thesis. I am truly grateful for their mentorship and the knowledge I have gained under their supervision.

I would like to pay tribute to the memory of my beloved father. His unwavering belief in the power of education and his continuous encouragement have been a driving force behind my academic achievements. Though he is no longer with us, his influence and guidance continue to inspire me every day.

To my dear mother, I am eternally grateful for your unconditional love, endless support, and sacrifices. Your unwavering belief in my abilities and your constant encouragement have been instrumental in my academic success. Your sacrifices and dedication to my education are deeply appreciated.

I would also like to express my gratitude to my future wife, Nadia Qudsi. Your love, patience, and unwavering support have been a constant source of strength and inspiration. Your understanding during the demanding times of this thesis is truly commendable, and I am grateful for your presence in my life.

I extend my thanks to my friends and family members who have supported me throughout this journey. Your words of encouragement, moral support, and understanding have meant the world to me. Your presence has made this journey more enjoyable and fulfilling.

I would like to acknowledge the assistance of the faculty members and staff of Alnajah national university. Their dedication to providing a conducive learning environment and access to valuable resources has greatly contributed to the successful completion of this thesis.

May Allah bless you all.

Jihad Namrouti

Declaration

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

THE ROLE OF TEST ANXIETY AMONG TAWJIHI STUDENTS AS PERCEIVED BY ENGLISH LANGUAGE TEACHERS AND STUDENTS AT PUBLIC AND PRIVATE SCHOOLS IN NABLUS

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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19/03/2023

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**THE ROLE OF TEST ANXIETY AMONG TAWJIHI STUDENTS AS
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Abstract

This thesis examines the role of test anxiety among Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students in public and private schools. The study aims to explore the level of test anxiety experienced by Tawjihi students and identify potential demographic factors that contribute to this anxiety. A total of 295 participants, including 50 English language teachers and 245 Tawjihi students, completed a 33-item questionnaire. The data were analyzed using the Statistical Package for the Social Sciences (SPSS).

The results indicate a high degree of test anxiety among Tawjihi students in both public and private schools, as perceived by teachers and students in Nablus. The findings also reveal significant differences in test anxiety levels based on demographic variables. Specifically, there were statistically significant differences related to class, favoring the perceptions of teachers, and branch, favoring students in scientific and literary branches. However, no significant differences were found based on gender, kind of school, or place of residence.

The implications of these findings are significant. By understanding the factors that contribute to test anxiety among Tawjihi students, educators and policymakers can develop targeted interventions to support students in managing their anxiety and improving their performance on the Tawjihi exam. The study highlights the need for teachers to provide guidance on exam preparation and strategies for coping with test anxiety during this critical educational stage.

Based on the study's results, several recommendations are suggested. These include the development of appropriate exams that address the needs and concerns of Tawjihi students, providing support and guidance to students on how to manage test anxiety, and the importance of further research in this area. By implementing these recommendations,

educators and policymakers can create a supportive and conducive environment for Tawjihi students, enabling them to overcome test anxiety and achieve academic success.

In conclusion, this thesis sheds light on the role of test anxiety among Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students. The findings contribute to our understanding of test anxiety in this context and provide valuable insights for educators, policymakers, and researchers. By addressing test anxiety effectively, we can create an educational system that nurtures students' well-being and enhances their academic achievements.

Keywords: Academic achievement; school exam in Palestine (Tawjihi); test anxiety.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

Test anxiety is a prevalent phenomenon that affects students worldwide, including those undertaking high-stakes examinations. In Palestine, the Tawjihi exam holds immense significance as it determines students' future academic and career prospects. However, many Tawjihi students experience test anxiety, which can have detrimental effects on their performance and well-being. Understanding the role of test anxiety among Tawjihi students is crucial to developing effective interventions and support mechanisms that can alleviate anxiety and enhance academic outcomes. This study aims to investigate the role of test anxiety among Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students in both public and private schools. By exploring the factors contributing to test anxiety and its impact, this research endeavors to inform educational stakeholders and policymakers about the significance of addressing this issue for improved student outcomes.

1.2 Theoretical Background

Test anxiety refers to the psychological and physiological responses that individuals experience when facing evaluative situations such as tests or exams. It encompasses cognitive, emotional, and behavioral components and can significantly influence academic performance and students' overall well-being. Test anxiety is often associated with negative outcomes, including reduced concentration, impaired memory recall, and decreased performance. Understanding the theoretical framework of test anxiety provides a foundation for exploring its role among Tawjihi students.

The Tawjihi exam is a crucial milestone in the Palestinian education system. It serves as a standardized assessment that determines students' eligibility for higher education and future career paths. The exam covers various subjects, including English language, and holds substantial consequences for students' academic and professional trajectories. Given the high stakes involved, it is essential to examine the factors that contribute to test anxiety among Tawjihi students.

Demographic variables such as class, gender, branch (scientific or literary), kind of school (public or private), and place of residence may play a role in test anxiety among Tawjihi students. These variables can influence students' perceptions of test anxiety, their experiences with exam preparation, and the support they receive from teachers and families. Understanding how these factors interact with test anxiety can aid in tailoring interventions and support strategies to address specific needs.

Perceptions of English Language Teachers and Students are primary stakeholders in the education system and have unique perspectives on test anxiety among Tawjihi students. English language teachers interact closely with students during exam preparation, which positions them to observe and understand the challenges faced by students. Students, on the other hand, provide firsthand insights into their experiences, feelings, and perceptions of test anxiety. Exploring the perceptions of both teachers and students can provide a comprehensive understanding of test anxiety among Tawjihi students.

By examining the theoretical underpinnings of test anxiety, understanding the significance of the Tawjihi examination, considering demographic variables, and exploring the perspectives of English language teachers and students, this study aims to contribute to the existing body of knowledge regarding the role of test anxiety among Tawjihi students. The insights gained from this research can inform interventions, support mechanisms, and educational policies aimed at mitigating test anxiety, enhancing academic performance, and promoting the well-being of Tawjihi students in Nablus, Palestine.

1.3 Statement of the problem

The Tawjihi exam holds great importance for Palestinian students as it determines their future academic and career opportunities. However, many Tawjihi students in Nablus, Palestine experience test anxiety, which can significantly impact their performance and overall well-being. Despite the potential negative consequences, there is limited research examining the role of test anxiety among Tawjihi students, particularly as perceived by English language teachers and students themselves. Therefore, this study aims to address the following problem:

Lack of understanding regarding the role of test anxiety among Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students at public and private schools.

This problem necessitates comprehensive research to explore the levels and manifestations of test anxiety among Tawjihi students and understand how it is perceived by teachers and students. By addressing this gap in the literature, this study seeks to provide insights into the specific challenges faced by Tawjihi students in relation to test anxiety, identify potential contributing factors, and inform the development of effective interventions and support mechanisms.

The research will investigate the following research questions:

1. What is the level of test anxiety among Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students at public and private schools?
2. Are there any significant differences in test anxiety levels among Tawjihi students based on demographic variables such as class, gender, branch, kind of school, and place of residence?
3. How do English language teachers and students perceive the role of test anxiety among Tawjihi students in Nablus, Palestine?

By addressing these research questions, this study aims to gain a comprehensive understanding of test anxiety among Tawjihi students in Nablus and shed light on the perceptions and experiences of English language teachers and students regarding this issue. The findings will contribute to the existing body of knowledge on test anxiety among Tawjihi students and provide valuable insights for educators, policymakers, and researchers in designing interventions and support strategies that effectively address test anxiety and promote positive academic outcomes for Tawjihi students in Nablus, Palestine.

1.4 Objectives of the study

This study aims to achieve these objectives:

The objective of this thesis is to investigate the role of test anxiety among Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students at public and private schools. The study aims to achieve the following specific objectives:

1. To determine the level of test anxiety experienced by Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students.
2. To identify potential demographic factors that contribute to test anxiety among Tawjihi students, including class, gender, branch, kind of school, and place of residence.
3. To explore the perceptions and experiences of English language teachers regarding the role of test anxiety among Tawjihi students in Nablus, Palestine.
4. To investigate the perceptions and experiences of Tawjihi students themselves regarding test anxiety and its impact on their academic performance and well-being.
5. To provide insights and recommendations for the development of effective interventions and support mechanisms to address test anxiety among Tawjihi students in Nablus, Palestine.

By pursuing these objectives, the study aims to contribute to the existing body of knowledge on test anxiety among Tawjihi students and its implications for academic achievement and well-being. The findings will provide valuable insights for educational stakeholders, policymakers, and practitioners to develop evidence-based interventions and support strategies that can alleviate test anxiety and enhance the academic success and overall well-being of Tawjihi students in Nablus, Palestine.

1.5 Study questions and hypothesis

The study aims to address the following research questions:

1. What is the prevalence and intensity of test anxiety among Tawjihi students in Nablus, Palestine?
2. How do English language teachers perceive and understand test anxiety among Tawjihi students?

3. How do Tawjihi students themselves experience and perceive test anxiety?
4. What are the specific factors or triggers that contribute to test anxiety among Tawjihi students?
5. Are there any significant differences in test anxiety levels among Tawjihi students based on demographic variables such as class, gender, branch, kind of school, and place of residence?
6. How does test anxiety affect the academic performance and overall well-being of Tawjihi students?
7. What coping strategies do Tawjihi students employ to manage and alleviate test anxiety?
8. What support mechanisms or interventions are currently in place to address test anxiety among Tawjihi students, and how effective are they?
9. How can English language teachers support Tawjihi students in managing test anxiety and promoting positive academic outcomes?
10. What recommendations can be made to educators, policymakers, and stakeholders to mitigate test anxiety and enhance the academic success and well-being of Tawjihi students in Nablus, Palestine?

By investigating these research questions, the study aims to provide a comprehensive understanding of the role of test anxiety among Tawjihi students, shed light on the perspectives of both teachers and students, identify factors that contribute to test anxiety, explore its impact on academic performance and well-being, and propose practical recommendations to address and alleviate test anxiety in the context of Nablus, Palestine.

1.6 Study hypotheses

1. There will be a significant level of test anxiety among Tawjihi students in Nablus, Palestine, as perceived by English language teachers and students.
2. There will be significant differences in test anxiety levels among Tawjihi students based on demographic variables such as class, gender, branch, kind of school, and place of residence.

3. English language teachers will perceive test anxiety as a significant challenge among Tawjihi students and will employ various strategies to support students in managing and alleviating test anxiety.
4. Tawjihi students will experience test anxiety and employ coping mechanisms to deal with it, which may vary based on individual differences and personal experiences.
5. Test anxiety will have a significant impact on the academic performance and overall well-being of Tawjihi students, as perceived by both English language teachers and students themselves.
6. Current support mechanisms and interventions in place to address test anxiety among Tawjihi students may have varying levels of effectiveness, as perceived by English language teachers and students.

By formulating these hypotheses, the study aims to provide a framework for investigating and analyzing the role of test anxiety among Tawjihi students in Nablus, Palestine. The hypotheses will guide the data collection and analysis process, allowing for a systematic examination of the research questions and contributing to the understanding of test anxiety in the context of Tawjihi examinations.

1.7 Definition of terms

The study includes the following term:

1. **Test Anxiety:** Test anxiety refers to the psychological and physiological distress experienced by individuals when facing evaluative situations such as tests or exams. It involves cognitive, emotional, and behavioral responses that can impede performance and overall well-being.
2. **Tawjihi Examination:** The Tawjihi examination is a standardized high-stakes examination in Palestine that serves as a qualification for higher education. It assesses students' knowledge and skills in various subjects, including English language, and plays a crucial role in determining their future academic and career prospects.
3. **English Language Teachers:** English language teachers are educators who specialize in teaching English as a second language or foreign language. They play a key role in instructing and supporting students in their language learning journey, including preparing students for language-related assessments such as the Tawjihi exam.

4. **Public Schools:** Public schools are educational institutions that are funded and managed by the government. These schools provide education to students from various backgrounds and typically follow the curriculum and guidelines set by the education authorities.
5. **Private Schools:** Private schools are educational institutions that are privately funded and managed. They often offer alternative educational approaches or specialized programs and may have different policies and structures compared to public schools.
6. **Demographic Variables:** Demographic variables are characteristics or attributes of individuals that can be used to classify or categorize them based on specific criteria. In the context of this thesis, demographic variables include class (grade level), gender, branch (scientific or literary), kind of school (public or private), and place of residence (urban or rural).
7. **Academic Performance:** Academic performance refers to the achievements, progress, and outcomes of students in their educational endeavors, including test scores, grades, and overall academic success.
8. **Well-being:** Well-being encompasses the overall state of an individual's physical, mental, and emotional health and happiness. It reflects the individual's subjective perception of their quality of life and includes aspects such as self-esteem, resilience, and satisfaction with various domains of life.

These definitions provide a clear understanding of the key terms and concepts relevant to the thesis. They serve as a foundation for discussing and analyzing the role of test anxiety among Tawjihi students, the perceptions of English language teachers and students, and the impact on academic performance and well-being.

1.8 Significance of the study

This study holds significant importance due to several reasons:

1. **Addressing a Critical Issue:** Test anxiety is a pervasive issue among Tawjihi students in Nablus, Palestine. By focusing on this topic, the thesis sheds light on the challenges faced by these students and emphasizes the need to understand and address test anxiety to promote their academic success and overall well-being.

2. **Enhancing Academic Performance:** Test anxiety can significantly hinder students' performance in exams, leading to lower scores and reduced academic achievement. By investigating the role of test anxiety, the thesis aims to provide insights and recommendations that can help educators and policymakers develop effective interventions and strategies to support Tawjihi students in managing and alleviating test anxiety, ultimately enhancing their academic performance.
3. **Informing Pedagogical Practices:** English language teachers play a crucial role in preparing students for the Tawjihi examination. By examining the perceptions and experiences of teachers regarding test anxiety, the thesis can provide valuable insights into their understanding of this issue and the strategies they employ to support students. This information can contribute to the development of evidence-based pedagogical practices that effectively address test anxiety and optimize learning outcomes.
4. **Promoting Student Well-being:** Test anxiety can have a detrimental impact on students' overall well-being, including their mental health and self-esteem. By exploring the experiences and coping mechanisms of Tawjihi students themselves, the thesis aims to highlight the importance of addressing test anxiety from a holistic perspective, promoting student well-being, and fostering a positive learning environment.
5. **Guiding Policy and Intervention Development:** The findings and recommendations of this thesis can provide valuable guidance to policymakers, educators, and stakeholders involved in the education system in Nablus, Palestine. By understanding the factors contributing to test anxiety and the perceptions of teachers and students, informed policies and interventions can be developed to effectively support Tawjihi students in managing test anxiety and optimizing their educational experience.
6. **Filling Research Gap:** The research on test anxiety among Tawjihi students in Nablus, Palestine, is limited. This thesis aims to bridge this gap in the literature by providing a comprehensive analysis of the role of test anxiety and its implications. The findings of this study will contribute to the existing body of knowledge on test anxiety and serve as a foundation for future research in this area.

Overall, the thesis's significance lies in its potential to contribute to the well-being and academic success of Tawjihi students in Nablus, Palestine, by raising awareness about test anxiety, informing educational practices, and guiding the development of interventions and support mechanisms.

1.9 Limitations of the study

While this thesis aims to provide valuable insights into the role of test anxiety among Tawjihi students in Nablus, Palestine, it is important to acknowledge the following limitations:

1. **Sample Size and Generalizability:** The study relies on a specific sample of Tawjihi students, English language teachers, and schools in Nablus. The sample size may be limited, which may impact the generalizability of the findings to a broader population of Tawjihi students in different regions or educational contexts. Caution should be exercised when extrapolating the results to a larger population.
2. **Self-Reported Measures:** The data collection relies primarily on self-reported measures, such as questionnaires and interviews. This method may be subject to respondent biases, including social desirability or memory recall issues. The subjective nature of the responses may introduce potential limitations in capturing the true extent of test anxiety and its impact on students.
3. **Language and Cultural Factors:** The study focuses on the perceptions and experiences of Tawjihi students and English language teachers in Nablus, Palestine. The findings may be influenced by specific cultural and linguistic contexts that may not be fully applicable to other educational systems or cultural backgrounds. Therefore, caution should be exercised when applying the findings to different contexts.
4. **Potential Response Bias:** There is a possibility of response bias, where participants may provide socially desirable or expected responses rather than their true thoughts and experiences. Efforts were made to ensure anonymity and confidentiality to minimize this bias, but it may still exist to some extent.
5. **Lack of Longitudinal Data:** The study relies on cross-sectional data, capturing a snapshot of test anxiety among Tawjihi students at a specific point in time. Longitudinal data, tracking students' experiences and perceptions over an extended

period, could provide deeper insights into the dynamics of test anxiety and its long-term effects.

6. **External Factors:** The study acknowledges that test anxiety can be influenced by various external factors, such as teaching practices, curriculum, parental pressure, and socio-economic conditions. While efforts were made to control for some variables, the influence of external factors on test anxiety may not be fully accounted for in the study.
7. **Subjectivity of Perceptions:** The study heavily relies on subjective perceptions and experiences reported by teachers and students. Different individuals may have varying interpretations and understandings of test anxiety, which can introduce subjectivity in the data analysis and interpretation.

It is important to consider these limitations when interpreting the findings of the thesis. Despite these limitations, the study still provides valuable insights into the role of test anxiety among Tawjihi students and contributes to the existing knowledge in the field.

Methodology and procedure

1.10 Methodology

This section deals with the population of the study, the sample of the study, the instrument of the study in addition to validity and reliability of the instrument.

The methodology and procedure for this thesis involve a quantitative research approach to collect and analyze data related to the role of test anxiety among Tawjihi students in Nablus, Palestine. The following outlines the key components of the methodology and procedure:

1. **Research Design:** The study utilizes a cross-sectional research design, capturing data at a specific point in time to examine the prevalence and perceptions of test anxiety among Tawjihi students. This design allows for the collection of data from multiple participants simultaneously.
2. **Sampling:** A purposive sampling technique is employed to select participants for the study. The sample includes Tawjihi students from public and private schools in Nablus, as well as English language teachers who have experience teaching Tawjihi

students. The sample size is determined based on statistical considerations to ensure adequate representation.

3. **Data Collection Instruments:** A 33-item questionnaire is used as the primary data collection instrument. The questionnaire is designed to assess the prevalence of test anxiety among Tawjihi students and gather perceptions of both teachers and students regarding test anxiety. The questionnaire includes items related to demographics, test anxiety symptoms, triggers, coping strategies, and perceptions of test anxiety.
4. **Data Collection Procedure:** The data collection procedure involves distributing the questionnaires to the identified participants. In the case of students, informed consent is obtained from both the students and their parents or guardians. The questionnaires are administered in classrooms or designated spaces, ensuring privacy and confidentiality. For English language teachers, the questionnaires are distributed through convenient and confidential means.
5. **Data Analysis:** The collected data are analyzed using statistical software, such as the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, such as frequencies and percentages, are used to summarize the demographic characteristics and prevalence of test anxiety. Inferential statistics, including t-tests or analysis of variance (ANOVA), are employed to examine potential differences in test anxiety levels based on demographic variables. The data analysis also includes thematic analysis of open-ended responses to gain deeper insights into perceptions and experiences related to test anxiety.
6. **Ethical Considerations:** Ethical guidelines are followed throughout the study to ensure the protection of participants' rights and confidentiality. Informed consent is obtained from all participants, and anonymity is maintained during data collection and analysis. The study adheres to ethical principles and guidelines established by relevant research ethics committees or institutions.
7. **Limitations and Delimitations:** The limitations of the study, such as sample size and generalizability, are acknowledged. The delimitations specify the specific focus on Tawjihi students in Nablus, Palestine, and may not be fully applicable to other contexts.

By following this methodology and procedure, the study aims to collect reliable and relevant data on the role of test anxiety among Tawjihi students, allowing for a comprehensive analysis of perceptions, prevalence, and associated factors. The findings will contribute to a better understanding of test anxiety in this specific context and provide insights for educational practices and interventions.

1.11 Population and sample of the study

The population of interest for this thesis is Tawjihi students studying in public and private schools in Nablus, Palestine. Tawjihi students are those who are preparing for the Tawjihi examination, a standardized high-stakes examination that serves as a qualification for higher education.

Due to practical constraints, it may not be feasible to include the entire population of Tawjihi students in Nablus. Therefore, a sample is drawn from the population to represent the larger group. The sample is selected using a purposive sampling technique, considering specific criteria to ensure adequate representation and diversity.

The sample for this thesis includes both Tawjihi students and English language teachers. The Tawjihi student sample consists of individuals from different grade levels, genders, branches (scientific or literary), kinds of schools (public or private), and places of residence (urban or rural) within Nablus. The sample aims to capture the diversity and variations present among Tawjihi students in the region.

The English language teacher sample comprises teachers who have experience teaching Tawjihi students. They are selected from both public and private schools in Nablus to gather their perceptions and insights regarding test anxiety among Tawjihi students.

The sample size is determined based on statistical considerations, ensuring an adequate representation of the population and allowing for meaningful data analysis. The specific sample size is determined through sample size calculations or based on existing literature and guidelines for similar studies.

It is important to note that the findings derived from the selected sample are meant to provide insights and understanding of the role of test anxiety among Tawjihi students in Nablus. While efforts are made to ensure the sample is representative, generalizability to

the entire population of Tawjihi students in Nablus or other regions may be limited. Therefore, caution should be exercised when applying the findings to broader contexts.

1.12 Instruments of the Study

The thesis utilizes the following instruments for data collection:

1. **Questionnaire for Tawjihi Students:** A 33-item questionnaire is designed specifically for Tawjihi students. The questionnaire assesses various aspects related to test anxiety, including the prevalence of test anxiety symptoms, perceived triggers, coping strategies, and perceptions of test anxiety. The questionnaire includes both closed-ended and open-ended questions to capture quantitative and qualitative data. Closed-ended questions utilize Likert-scale or multiple-choice formats to measure the intensity or frequency of test anxiety symptoms and perceptions. Open-ended questions allow students to provide detailed explanations or additional information regarding their experiences with test anxiety. The questionnaire is administered to Tawjihi students to gather their perspectives and experiences related to test anxiety.
2. **Questionnaire for English Language Teachers:** A separate questionnaire is developed for English language teachers who have experience teaching Tawjihi students. The questionnaire aims to gather insights into the perceptions and experiences of teachers regarding test anxiety among Tawjihi students. It includes questions related to the manifestations of test anxiety, strategies employed by teachers to support students, and their perceptions of the impact of test anxiety on student performance. Similar to the student questionnaire, this instrument consists of both closed-ended and open-ended questions to gather quantitative and qualitative data. The questionnaire is distributed to English language teachers to gain their perspectives on test anxiety among Tawjihi students.
3. **Demographic Information Form:** A demographic information form is included in both the student and teacher questionnaires. This form collects basic demographic data, such as age, gender, grade level (for students), teaching experience (for teachers), type of school (public or private), branch (scientific or literary), and place of residence (urban or rural). This information is essential for describing the characteristics of the participants and analyzing potential differences in test anxiety based on demographic variables.

These instruments are carefully designed to capture relevant data related to the research objectives and address the research questions of the thesis. The questionnaires provide a structured framework for data collection, allowing for both quantitative analysis of test anxiety levels and qualitative exploration of perceptions and experiences. Prior to implementation, the instruments are pilot tested to ensure clarity, validity, and reliability. Any necessary adjustments or modifications are made based on the pilot testing results to enhance the quality and effectiveness of the instruments.

1.13 Validity of the Questionnaire

Ensuring the validity of the questionnaire used in the thesis is crucial to measure what it intends to measure accurately. Several measures are implemented to establish the validity of the questionnaire:

1. **Content Validity:** Content validity is achieved by carefully developing the questionnaire items based on existing literature, theoretical frameworks, and consultation with subject matter experts. The questionnaire items are designed to capture the various dimensions of test anxiety among Tawjihi students, including symptoms, triggers, coping strategies, and perceptions. Subject matter experts, such as experienced researchers or educators familiar with test anxiety, review the questionnaire to ensure the relevance, comprehensiveness, and appropriateness of the items.
2. **Face Validity:** Face validity is assessed by piloting the questionnaire with a small sample of Tawjihi students and English language teachers who are not included in the main study. During the pilot testing, participants are asked to provide feedback on the clarity, understandability, and relevance of the questionnaire items. Their input helps identify any potential issues, ambiguities, or improvements needed in the questionnaire's wording, instructions, or response options.
3. **Construct Validity:** Construct validity is established by examining the relationships between the questionnaire items and the underlying constructs they are intended to measure. This is done through statistical analyses, such as factor analysis or correlation analysis, to assess the dimensionality and interrelationships among the items. By analyzing the patterns of responses and exploring the correlations between

different questionnaire items, the construct validity of the questionnaire can be confirmed.

4. **Criterion Validity:** Criterion validity is assessed by comparing the results of the questionnaire with other established measures or criteria that measure similar constructs. In the case of test anxiety, established measures of test anxiety or related constructs can be used as a comparison to determine the degree of agreement or correlation between the questionnaire results and these external measures.

By implementing these measures, the validity of the questionnaire is enhanced, ensuring that it accurately measures the intended construct of test anxiety among Tawjihi students. However, it is important to note that validity is an ongoing process, and continuous evaluation and refinement of the questionnaire may be required throughout the research process.

1.14 Reliability of the Questionnaire

Reliability is a key aspect of the questionnaire used in the thesis, as it ensures that the instrument consistently measures the construct of test anxiety among Tawjihi students. The following measures are implemented to establish the reliability of the questionnaire:

1. **Internal Consistency:** Internal consistency reliability is assessed using Cronbach's alpha coefficient. This coefficient measures the extent to which the items within the questionnaire are interrelated and consistently measure the same construct. A high Cronbach's alpha value (typically above 0.70) indicates strong internal consistency, suggesting that the questionnaire items are reliable in measuring the intended construct.
2. **Test-Retest Reliability:** Test-retest reliability assesses the stability of the questionnaire over time. A subset of participants completes the questionnaire on two separate occasions with a sufficient time interval between administrations. The responses from the two administrations are then compared using statistical measures, such as the intraclass correlation coefficient (ICC). A high ICC value indicates a high level of consistency in responses over time, indicating good test-retest reliability.
3. **Split-Half Reliability:** Split-half reliability is another method used to assess the internal consistency of the questionnaire. The questionnaire is divided into two

halves, and the responses from each half are compared using statistical techniques, such as the Spearman-Brown formula or Pearson correlation coefficient. A high correlation between the two halves indicates good internal consistency and reliability of the questionnaire.

4. **Inter-Rater Reliability:** If the questionnaire includes items that require subjective judgment or rating by multiple raters, inter-rater reliability is assessed. This is done by having multiple raters independently evaluate the same set of responses or items, and the degree of agreement among the raters is calculated using statistical measures, such as Cohen's kappa coefficient or intraclass correlation coefficient.

By conducting these reliability analyses, the thesis ensures that the questionnaire used to measure test anxiety among Tawjihi students is consistent and produces reliable results. High reliability indicates that the questionnaire items consistently measure the construct of interest and that the obtained scores are dependable for drawing valid conclusions. It is important to note that establishing reliability is an ongoing process, and periodic assessments are necessary to ensure the continued reliability of the questionnaire throughout the research process.

1.15 Statistical analysis

The statistical analysis for the thesis will involve the application of various statistical techniques to analyze the data collected. The specific statistical analyses will depend on the research questions, objectives, and variables of the study. However, some common statistical analyses that may be employed in the thesis include:

1. **Descriptive Statistics:** Descriptive statistics will be used to summarize and describe the collected data. Measures such as mean, standard deviation, and frequency distributions will be calculated to provide an overview of the variables and their characteristics.
2. **Inferential Statistics:** Inferential statistics will be used to draw conclusions and make inferences about the population based on the sample data. Techniques such as t-tests, analysis of variance (ANOVA), and chi-square tests may be employed to examine the relationships, differences, or associations between variables.

3. **Correlation Analysis:** Correlation analysis will be used to examine the relationships between variables. Pearson's correlation coefficient or other appropriate measures will be calculated to determine the strength and direction of the relationships between variables, such as the correlation between test anxiety and academic performance.
4. **Regression Analysis:** Regression analysis may be used to explore the predictive relationship between variables. Multiple regression analysis, for example, can be employed to examine how variables such as test anxiety, exam preparation, and study habits predict students' performance in English exams.
5. **Factor Analysis:** Factor analysis may be conducted to explore underlying dimensions or factors related to test anxiety. This analysis helps identify patterns and groupings among a set of variables and can provide insights into the underlying structure of test anxiety among students.
6. **Reliability Analysis:** Reliability analysis, such as Cronbach's alpha, may be used to assess the internal consistency and reliability of the questionnaire used to measure test anxiety. This analysis helps ensure that the questionnaire items consistently measure the construct of interest.
7. **Data Visualization:** Data visualization techniques, such as bar graphs, pie charts, and scatter plots, may be used to visually represent the findings and patterns in the data. These visual representations can enhance the understanding and interpretation of the results.

1.16 Variables of the Study

The variables of the study can be categorized into two main types: independent variables and dependent variables.

1. **Independent Variables:** a) **Class:** This variable refers to the grade level of the Tawjihi students, such as 11th or 12th grade. b) **Gender:** This variable captures the gender of the Tawjihi students, distinguishing between male and female. c) **Branch:** The branch variable differentiates between the scientific and literary branches of study followed by the Tawjihi students. d) **Kind of School:** This variable distinguishes between public and private schools attended by the Tawjihi students. e) **Place of Residence:** This variable identifies the location of the students' residences, classifying them as urban or rural.

2. **Dependent Variable:** a) **Test Anxiety:** This is the main dependent variable of the study, representing the level of test anxiety experienced by Tawjihi students. Test anxiety is measured through self-report measures and captured using various indicators, such as symptoms, triggers, coping strategies, and perceptions of anxiety.

These variables are selected based on their potential influence on the role of test anxiety among Tawjihi students. The independent variables allow for the exploration of potential differences and relationships with test anxiety. By examining how these independent variables relate to the dependent variable of test anxiety, the study aims to provide insights into the factors that contribute to test anxiety among Tawjihi students in Nablus.

Additionally, it is important to note that other relevant variables, such as academic performance, previous exposure to standardized exams, and study habits, may also be considered as control variables or additional independent variables in the study, depending on the specific research design and objectives. These variables can provide further context and understanding of the relationship between test anxiety and the independent variables identified in the thesis.

Independent Variables with regard to students include

1. **Class:** This variable refers to the grade level or class of the Tawjihi students. It categorizes students based on their academic year, such as 11th grade or 12th grade. The purpose of including this variable is to explore whether test anxiety differs among students in different grade levels.
2. **Gender:** This variable captures the gender of the Tawjihi students, distinguishing between male and female. Gender differences have been shown to influence various psychological factors, including test anxiety. By considering gender as an independent variable, the study aims to investigate whether there are any gender-related variations in test anxiety levels.
3. **Branch:** The branch variable differentiates between the scientific and literary branches of study followed by the Tawjihi students. In some educational systems, students are divided into different branches based on their chosen subjects or academic focus. By including this variable, the thesis aims to examine whether there

are differences in test anxiety between students in the scientific branch and those in the literary branch.

4. **Type of School:** This variable distinguishes between public and private schools attended by the Tawjihi students. Public and private schools often differ in terms of resources, teaching methods, and overall educational environment. By considering this variable, the study seeks to explore whether there are variations in test anxiety levels between students in public and private schools.
5. **Place of Residence:** This variable identifies the location of the students' residences and classifies them as urban or rural. Geographical location and living environment can influence various aspects of students' experiences, including educational opportunities, access to resources, and stress levels. By including this variable, the thesis aims to investigate whether there are any differences in test anxiety between students residing in urban areas and those in rural areas.

These independent variables are chosen based on their potential influence on the role of test anxiety among Tawjihi students. By analyzing the relationship between these variables and test anxiety, the study aims to provide a comprehensive understanding of the factors that contribute to test anxiety among Tawjihi students in Nablus.

Independent Variables with regard to teachers include

1. **Teaching Experience:** This variable captures the number of years of teaching experience of English language teachers. Teaching experience can influence teachers' perceptions, attitudes, and strategies towards addressing test anxiety among Tawjihi students. By considering this variable, the study aims to examine whether teachers' experience plays a role in how they perceive and handle test anxiety.
2. **Type of School:** This variable distinguishes between teachers working in public and private schools. The type of school can impact the resources, support systems, and teaching approaches available to teachers. By including this variable, the thesis seeks to explore whether there are differences in how teachers from public and private schools perceive and address test anxiety among Tawjihi students.
3. **Gender:** This variable captures the gender of the English language teachers, distinguishing between male and female. Gender can influence teaching styles,

communication patterns, and classroom dynamics. By considering this variable, the study aims to investigate whether there are any gender-related differences in teachers' perceptions and approaches towards test anxiety.

4. **Educational Background:** This variable refers to the teachers' educational qualifications and specialization in English language teaching or related fields. Teachers with different educational backgrounds may possess varying levels of knowledge, training, and expertise in addressing student anxiety. By including this variable, the thesis aims to explore whether teachers' educational background influences their perceptions and strategies regarding test anxiety.

These independent variables are chosen based on their potential influence on how English language teachers perceive and respond to test anxiety among Tawjihi students. By examining the relationship between these variables and teachers' perceptions and practices, the study aims to provide insights into the factors that may shape teachers' approaches to addressing test anxiety.

1.17 Dependent Variable

The dependent variables include:

Test Anxiety: This is the main dependent variable of the study and refers to the level of test anxiety experienced by Tawjihi students. Test anxiety is a psychological condition characterized by feelings of fear, worry, and apprehension specifically related to exams or tests. It encompasses various cognitive, emotional, and physiological symptoms that can impact students' performance, well-being, and overall academic experience.

The study aims to examine and measure test anxiety among Tawjihi students in relation to the independent variables mentioned earlier. The specific dimensions and indicators of test anxiety that will be explored may include:

1. **Cognitive Symptoms:** This includes thoughts, beliefs, and cognitive processes related to test anxiety, such as negative self-talk, worry about performance, self-doubt, and difficulty concentrating during exams.
2. **Emotional Symptoms:** This involves the emotional experiences associated with test anxiety, including feelings of fear, apprehension, nervousness, and uneasiness before or during exams.

3. **Physiological Symptoms:** This encompasses the physiological responses that accompany test anxiety, such as increased heart rate, sweating, trembling, shortness of breath, and gastrointestinal discomfort.
4. **Behavioral Symptoms:** This refers to the observable behaviors that students may exhibit due to test anxiety, such as avoidance of exams or academic tasks, procrastination, difficulty starting or completing exams, or experiencing a decline in performance despite adequate preparation.

By examining and measuring test anxiety as the dependent variable, the thesis seeks to understand the role and impact of various independent variables on students' test anxiety levels. This exploration can contribute to a better understanding of the factors influencing test anxiety among Tawjihi students, thus providing insights for educational interventions and support mechanisms to alleviate test anxiety and enhance students' well-being and academic performance

Chapter Two

Previous Studies

2.1 Review of Related Literature

Introduction

Many research papers have examined the detrimental effect of test anxiety on students' academic performance. I here review some of these papers which are related to my topic and I then clarify the contribution my study adds to the field. Among the research papers on test anxiety and students' academic performance and the role of gender in determining the impact of test anxiety on students.

Test anxiety is a common phenomenon experienced by students and can negatively impact their **academic performance**. A literature review of the impact of test anxiety on students' academic achievement would encompass studies that have investigated the relationship between test anxiety and academic performance, as well as the underlying causes of test anxiety and potential interventions to reduce its negative effects. Research has consistently found that high levels of test anxiety are associated with lower academic achievement in students of all ages. Test anxiety can cause students to experience symptoms such as physical distress, such as increased heart rate and sweating, as well as cognitive difficulties, such as memory impairment and decreased attention. These symptoms can interfere with students' ability to perform to their full potential on exams and other standardized assessments (Cassady and Johnson, 2002). Several factors have been identified as contributing to test anxiety, including perfectionism, low self-esteem, lack of control over the test-taking situation, and negative prior experiences with testing. The role of prior experiences with testing is particularly important, as students who have experienced failure or embarrassment on previous exams may develop a fear of testing that contributes to test anxiety (Mahmood et al., 2010).

Test anxiety can have a significant impact on **students' motivation** to learn and perform academically. A literature review of the impact of test anxiety on student motivation would encompass studies that have investigated the relationship between test anxiety and student motivation, as well as potential interventions to reduce this impact. Research has shown that high levels of test anxiety can lead to decreased motivation and engagement

in the classroom, as well as lower academic achievement. For example, students who experience high levels of test anxiety may avoid or procrastinate studying, which can lead to lower exam scores and decreased overall performance. Additionally, students who experience high levels of test anxiety may feel overwhelmed, discouraged, and unmotivated, which can reduce their motivation to participate in class and complete homework assignments (Paas et al., 2014).

In terms of interventions to reduce the impact of test anxiety on student motivation, one approach is to provide students with the tools and support they need to manage their anxiety during exams. For example, schools and educators can provide students with stress-management techniques, such as deep breathing exercises or mindfulness meditation, to help them manage their anxiety during exams. Additionally, schools and educators can provide students with resources and support to help them prepare for exams, such as study guides, review sessions, and tutoring services. Another approach is to modify the characteristics of exams and the testing environment to reduce student anxiety. For example, schools and educators can provide students with clear and detailed information about the content and format of exams, which can reduce students' anxiety by decreasing the level of uncertainty. Additionally, schools and educators can create a positive and supportive testing environment by allowing students to have access to appropriate resources and materials, providing adequate time for exams, and encouraging a positive and relaxed atmosphere in the classroom. Finally, schools and educators can take a proactive approach to addressing the impact of test anxiety on student motivation by promoting a growth mindset and positive academic self-esteem. This can involve emphasizing the process of learning over the outcome of exams, promoting a positive and supportive learning environment, and encouraging students to embrace challenges and persevere through difficulties. In conclusion, test anxiety can have a significant impact on student motivation to learn and perform academically. However, by providing students with the tools and support they need to manage their anxiety, modifying the characteristics of exams and the testing environment, and promoting a growth mindset and positive academic self-esteem, schools and educators can help students to maintain their motivation to learn and achieve academic success (Johns, and Forbes, 2008).

Family and social pressures can have a significant impact on students' anxiety levels and academic performance. A literature review of the impact of family and social

pressures on students' anxiety would encompass studies that have investigated the relationship between family and social pressures and student anxiety, as well as potential interventions to reduce this impact. Research has shown that students who are under high levels of family and social pressure are more likely to experience symptoms of anxiety, such as excessive worry, irritability, and difficulty concentrating. These pressures can arise from a variety of sources, including expectations from parents, peers, and teachers, as well as external factors, such as the need to achieve high grades or pursue a certain career path. The impact of family and social pressures can be particularly pronounced for students who are underperforming academically or who have a history of anxiety or other mental health issues. In these cases, the pressure to meet expectations can become overwhelming, leading to increased anxiety and decreased academic performance (Chen and Huilin, 2012).

In terms of interventions to reduce the impact of family and social pressures on student anxiety, one approach is to provide students with opportunities to develop resilience and coping skills. For example, schools and educators can incorporate stress-management and mindfulness techniques into their teaching practice, which can help students to develop the skills they need to manage their anxiety. Additionally, schools and educators can provide students with resources and support to help them manage their anxiety, such as counseling and support groups. Another approach is to address the underlying sources of family and social pressure. For example, schools and educators can work with families to develop more realistic expectations for academic performance and provide guidance and support for students who are struggling. Additionally, schools can implement policies and practices that reduce the emphasis on grades and performance, such as reducing the number of high-stakes tests and incorporating alternative forms of assessment. Finally, schools and educators can take a proactive approach to addressing the impact of family and social pressures by creating a positive school culture that prioritizes the well-being and mental health of students. This can involve providing a supportive and inclusive environment, fostering positive relationships between students and teachers, and promoting open communication and collaboration between students, families, and educators. In conclusion, family and social pressures can have a significant impact on student anxiety and academic performance. However, by providing students with the skills, resources, and support they need to manage their anxiety, as well as addressing the

underlying sources of pressure, schools and educators can help students to perform to their full potential and achieve academic success (Xu et al., 2021).

The **nature of exams** can have a significant impact on students' anxiety levels and academic performance. A literature review of the impact of the nature of exams on student anxiety would encompass studies that have investigated the relationship between the characteristics of exams and student anxiety, as well as potential interventions to reduce this impact. Research has shown that certain characteristics of exams, such as high stakes, high levels of uncertainty, and lack of preparation time, can increase students' anxiety levels and negatively impact their academic performance. For example, exams that are worth a large portion of the final grade or that have significant consequences, such as determining eligibility for college or graduate school, can create high levels of stress and anxiety for students. Additionally, exams that are poorly structured or that have unclear content or format can also increase students' anxiety levels, as they create uncertainty about what students are expected to know and how they will be evaluated (Trifoni and Shahini, 2011).

In terms of interventions to reduce the impact of the nature of exams on student anxiety, one approach is to modify the characteristics of the exams themselves. For example, schools and educators can reduce the stakes of exams by incorporating alternative forms of assessment, such as project-based assessments or self-reflection assignments that provide students with multiple opportunities to demonstrate their knowledge and skills. Additionally, schools and educators can provide clear and detailed information about the content and format of exams, which can reduce students' anxiety by decreasing the level of uncertainty. Another approach is to provide students with the tools and support they need to manage their anxiety during exams. For example, schools and educators can provide students with stress-management techniques, such as deep breathing exercises or mindfulness meditation, to help them manage their anxiety during exams. Additionally, schools and educators can provide students with resources and support to help them prepare for exams, such as study guides, review sessions, and tutoring services (Elpida et al, 2011).

Finally, schools and educators can take a proactive approach to addressing the impact of the nature of exams on student anxiety by creating a positive school culture that prioritizes

student well-being and mental health. This can involve reducing the emphasis on grades and performance, promoting positive relationships between students and teachers, and providing a supportive and inclusive environment that fosters open communication and collaboration. In conclusion, the nature of exams can have a significant impact on student anxiety and academic performance. However, by modifying the characteristics of exams, providing students with the tools and support they need to manage their anxiety, and creating a positive school culture, schools and educators can help students to perform to their full potential and achieve academic success (Elpida et al, 2011).

The **role of the teacher** during exams can have a significant impact on students' anxiety levels and, ultimately, their academic performance. A literature review of the impact of teacher behavior on students' anxiety during exams would encompass studies that have investigated the relationship between teacher behavior and student anxiety, as well as potential interventions to reduce exam-related anxiety. Research has shown that the behavior of teachers during exams can either exacerbate or mitigate students' anxiety. For example, teachers who are overly strict or critical during exams can increase students' anxiety levels, while those who are supportive and provide clear instructions can help to reduce anxiety. Teachers who provide a calm and organized exam environment, explain the exam content and format, and offer positive reinforcement can also help to mitigate students' anxiety. Additionally, teachers who provide clear and comprehensive feedback to students can help to reduce anxiety by clarifying expectations and reducing uncertainty about performance. This can be especially important for students who experience test anxiety, as uncertainty about the content and format of exams can contribute to their anxiety levels (Hancock et al., 2000).

In terms of interventions to reduce exam-related anxiety, one approach is for teachers to provide students with opportunities to practice test-taking skills and receive constructive feedback. This can help to increase students' confidence and reduce their anxiety levels, as they become more familiar with the exam format and content. Additionally, teachers can provide students with information and resources to help them manage their anxiety, such as relaxation techniques and coping strategies. Another approach is for teachers to incorporate mindfulness and stress-management techniques into their teaching practice, as this can help to reduce students' overall levels of anxiety and increase their resilience in the face of exams. For example, teachers can incorporate mindfulness exercises, such

as deep breathing and meditation, into their class time, which can help students to develop the skills and habits they need to manage their anxiety during exams. In conclusion, the role of the teacher during exams is a critical factor in determining students' anxiety levels and academic performance. Teachers who are supportive, provide clear instructions and feedback, and create a calm and organized exam environment can help to reduce students' anxiety levels, which can lead to improved academic performance. By incorporating strategies to reduce exam-related anxiety, such as providing opportunities for practice and teaching mindfulness and stress-management techniques, teachers can help students to perform to their full potential on exams (Gibson et al, 2014).

In terms of potential interventions to reduce the negative impact of test anxiety on academic performance, several approaches have been proposed. These include teaching students' relaxation techniques and coping strategies, such as deep breathing and visualization, to help them manage their physical and psychological symptoms during exams. Additionally, providing students with opportunities to practice test-taking skills and receive constructive feedback can help them to develop confidence and build resilience in the face of testing. Finally, schools and educators can take a proactive approach to reducing test anxiety by creating a positive testing environment, providing clear and supportive feedback, and avoiding practices that are known to increase anxiety, such as high-stakes testing and ranking systems. By addressing the causes of test anxiety and taking steps to reduce its negative impact, educators and schools can help students perform to their full potential on exams and other assessments, which can lead to improved academic achievement over time. In conclusion, test anxiety is a significant issue that can have a detrimental impact on students' academic performance. However, by understanding the causes of test anxiety and implementing strategies to reduce its effects, educators and schools can help students perform to their full potential on exams and improve their academic achievement (Gibson et al, 2014).

In the area of **fear of the exam** and students' anxiety, most of the students who fear of the exam have extreme anxiety on their performance as well as their achievements. This revealed that students who feared of society experienced more of test anxiety than others who did not fear being unsuccessful, who feared being less successful than their friends and who are not afraid. The biggest problem faced by students is their fear of society. So it's important to make students engage in social activities hence reducing their fear on

society and anxiety level. Students' anxiety is higher among students who fear because of society than others because it considers as a crucial step in their life. All of this give clear understanding that, Fear of failure significantly differed with respect to scores (Embse et al. 2015).

In the area of the impact of test anxiety on the **psychological needs** of the students, some studies proof that test anxiety can have a significant impact on the psychological needs of students during a test. It can cause feelings of fear, worry, and stress, which can negatively affect a student's ability to focus and perform well on the test. This anxiety can also lead to physical symptoms such as headaches, stomachaches, and fatigue, which can further impede a student's performance. Additionally, test anxiety can lead to negative thoughts and self-doubt, which can negatively affect a student's self-esteem and self-worth. It is also important to note that students who experience test anxiety may also experience difficulty with sleep and other aspects of daily living (Abualkibash and Rodríguez. 2017).

To minimize the impact of test anxiety, it is important for students to develop effective coping strategies and for educators to provide a supportive and positive learning environment. (Abualkibash and Rodríguez. 2017). This showed that test anxiety negatively impacts students' psychological well-being, focus and performance during tests.

Test anxiety is a prevalent phenomenon experienced by students across different educational levels. It refers to the psychological distress and apprehension that individuals feel before, during, or after an examination. This literature review aims to explore the role of test anxiety on students' gender, focusing on how gender differences may influence the experience and impact of test anxiety. In the context of the relation between **gender and test anxiety**, Ahmad (2020) showed that gender Differences in Test Anxiety has consistently shown that there are gender differences in the experience of test anxiety. While the exact nature of these differences may vary across cultures and contexts, studies generally indicate that females tend to report higher levels of test anxiety compared to males. This gender disparity in test anxiety has been attributed to various factors, including socialization processes, societal expectations, and gender-role stereotypes.

Contributing Factors to Gender Differences in Test Anxiety contribute to the gender differences observed in test anxiety. One factor is the tendency for girls to have higher levels of perfectionism, which can lead to heightened anxiety in high-stakes testing situations. Additionally, girls may be more susceptible to social evaluation and fear of failure, which can increase test anxiety. Furthermore, gender differences in cognitive processing styles, such as rumination and self-critical thinking, may also contribute to the gender disparity in test anxiety.

Academic Performance and Gender Differences in Test Anxiety play an important factor on students' anxiety. The role of test anxiety on academic performance may differ between genders. While test anxiety generally has a negative impact on performance for both males and females, research suggests that the relationship between test anxiety and academic outcomes may be stronger for females. This may be due to the interaction between test anxiety, self-confidence, and self-efficacy beliefs, which can affect girls' performance more significantly.

Gender differences have been observed in coping strategies used to manage test anxiety. Females tend to utilize more emotion-focused coping strategies, such as seeking social support or engaging in self-reflection, whereas males are more likely to employ problem-focused coping strategies, such as seeking assistance from teachers or using effective study techniques. These differences in coping strategies may partially explain the variation in test anxiety experiences between genders.

Efforts to address test anxiety should consider gender-specific interventions and support systems. For example, providing girls with strategies to enhance self-confidence and self-efficacy, promoting a growth mindset, and fostering a supportive and inclusive learning environment can help alleviate their test anxiety. Similarly, interventions for boys may focus on enhancing study skills, time management, and teaching effective test-taking strategies.

All of these factors indicate that there are significant gender differences in test anxiety experiences among students. Understanding and addressing these differences are crucial for educators, counselors, and policymakers to develop targeted interventions and support mechanisms. By promoting gender-sensitive approaches, such as providing tailored coping strategies and creating a supportive academic environment, the negative impact

of test anxiety can be mitigated, leading to improved academic performance and overall well-being for all students. Further research is needed to delve deeper into the complexities of gender differences in test anxiety and to explore additional factors that may contribute to these differences.

Prevalence and Manifestation of Test Anxiety

Previous studies have highlighted the prevalence of test anxiety among Tawjihi students, particularly in high-stakes examinations. Test anxiety can manifest through physiological symptoms, cognitive disruptions, and negative emotional reactions. Understanding the prevalence and manifestation of test anxiety is crucial for identifying appropriate interventions and support mechanisms.

The role of Test Anxiety on Academic Performance

Test anxiety has been found to have a detrimental impact on students' academic performance. High levels of anxiety can impede information processing, memory recall, and critical thinking abilities, leading to lower test scores and reduced academic achievements. The negative effects of test anxiety underscore the importance of addressing this issue among Tawjihi students.

Factors Contributing to Test Anxiety

Several factors contribute to the development and exacerbation of test anxiety among Tawjihi students. These factors include the high stakes associated with the Tawjihi exams, fear of failure, pressure from parents and teachers, lack of self-confidence, and inadequate test preparation. Exploring these factors provides insights into the specific challenges faced by Tawjihi students and helps inform effective intervention strategies.

Perceptions of English Language Teachers

English language teachers play a vital role in identifying and addressing test anxiety among Tawjihi students. Studies have examined the perceptions and experiences of English language teachers regarding test anxiety, highlighting the need for teacher awareness, support, and instructional strategies to mitigate anxiety levels. Teacher perspectives offer valuable insights into the role they can play in supporting students and promoting positive test-taking experiences.

Students' Perspectives and Coping Strategies: Research has explored students' perspectives on test anxiety and their coping strategies. Students may perceive test anxiety as a significant challenge, affecting their confidence and performance. Understanding their perspectives provides valuable information for developing interventions that are student-centered and aligned with their needs.

Intervention and Support Mechanisms

Various intervention and support mechanisms have been proposed to alleviate test anxiety among students. These include providing test-taking strategies, stress management techniques, promoting a growth mindset, and creating a supportive learning environment. Collaborative efforts between teachers, students, and parents can enhance students' ability to cope with test anxiety effectively.

The literature reviewed highlights the significant role of test anxiety among Tawjihi students as perceived by English language teachers and students in Nablus. It underscores the negative impact of test anxiety on academic performance and emphasizes the need for targeted interventions and support mechanisms. By understanding the factors contributing to test anxiety and incorporating teachers' and students' perspectives, educators can develop strategies to alleviate test anxiety and create a supportive learning environment that fosters academic success and well-being among Tawjihi students.

The Role of English Exams on Students' Anxiety

English exams are a common source of anxiety for students, especially in high-stakes educational settings. This literature review aims to explore the role of English exams in contributing to students' anxiety levels. It examines previous research on the factors influencing exam-related anxiety, the impact of anxiety on students' performance, and potential strategies to alleviate anxiety and enhance exam preparation (Anwar et al. 2021).

1. **Exam-Related Anxiety:** English exams, particularly high-stakes assessments, can elicit significant levels of anxiety among students. The pressure to perform well, fear of failure, time constraints, and the perceived importance of the exams contribute to heightened anxiety. Understanding the nature and prevalence of exam-related anxiety is crucial for addressing students' needs effectively.

2. **Cognitive and Emotional Impact of Anxiety:** Exam-related anxiety can negatively affect students' cognitive and emotional functioning. High levels of anxiety can impair concentration, memory recall, and problem-solving abilities, hindering performance in English exams. Additionally, anxiety can lead to negative emotions such as fear, self-doubt, and low self-confidence, further exacerbating the impact on academic performance.
3. **Factors Contributing to Exam-Related Anxiety:** Various factors contribute to exam-related anxiety. Personal factors such as perfectionism, self-efficacy beliefs, and prior exam experiences influence how students perceive and respond to exam-related stress. Exam-specific factors, including test format, time constraints, and the difficulty level of English exams, can also contribute to heightened anxiety. Socio-environmental factors, such as parental expectations and peer pressure, further influence students' anxiety levels.
4. **Coping Strategies to Alleviate Anxiety:** Several coping strategies have been proposed to help students manage exam-related anxiety. These strategies include cognitive-behavioral techniques, relaxation exercises, effective time management, and stress reduction strategies. Providing students with resources and support to develop coping skills can empower them to better manage their anxiety during English exams.
5. **Teacher Support and Classroom Environment:** Teachers play a vital role in creating a supportive classroom environment that can mitigate exam-related anxiety. Clear communication of expectations, providing constructive feedback, and offering test-taking strategies can help alleviate students' anxiety. Additionally, teachers' understanding and empathy toward students' anxiety can foster a positive and encouraging learning atmosphere.
6. **Exam Preparation and Confidence-Building:** Effective exam preparation plays a significant role in managing anxiety. Engaging in thorough study techniques, practicing past exam papers, and receiving feedback can boost students' confidence and reduce anxiety associated with English exams. Providing students with appropriate resources and guidance helps them feel more prepared and capable of performing well.

The literature reviewed emphasizes the significant role of English exams in contributing to students' anxiety levels. Exam-related anxiety can hinder students' cognitive and emotional functioning, affecting their performance in English exams. By understanding the factors that contribute to exam-related anxiety and implementing appropriate interventions, such as providing coping strategies, creating a supportive classroom environment, and emphasizing effective exam preparation, educators can help students manage their anxiety and optimize their performance in English exams.

The Role of English Exams on Students' Anxiety in High School Exams

Introduction: High school exams, particularly English exams, can be a significant source of anxiety for students. This literature review aims to explore the role of English exams in contributing to students' anxiety levels during high school exams. It examines previous research on the factors influencing exam-related anxiety, the effects of anxiety on students' academic performance, and potential interventions to mitigate its impact Z. (2007).

1. **Exam-Related Anxiety:** High-stakes exams, such as high school English exams, can elicit considerable anxiety among students. The pressure to perform well, fear of failure, time constraints, and the perceived importance of exams can contribute to heightened anxiety levels. Understanding the nature and prevalence of exam-related anxiety is crucial for addressing students' needs effectively Cui. (2011).
2. **Impact on Academic Performance:** Research consistently indicates a negative relationship between exam-related anxiety and students' academic performance. High levels of anxiety can impair cognitive processes, including memory recall, concentration, and information processing, leading to decreased performance in English exams. Managing exam-related anxiety is crucial for optimizing students' academic outcomes.
3. **Factors Contributing to Exam-Related Anxiety:** Various factors contribute to exam-related anxiety, including individual factors, exam-specific factors, and socio-environmental influences. Individual factors may include perfectionism, self-efficacy beliefs, and prior experiences with exams. Exam-specific factors, such as test format, time pressure, and difficulty level, can also contribute to anxiety. Socio-

environmental factors, including parental expectations and peer pressure, may further influence students' anxiety levels.

4. **Coping Strategies and Interventions:** Several coping strategies and interventions have been proposed to help students manage exam-related anxiety. These may include cognitive-behavioral techniques, relaxation exercises, time management skills, and stress reduction strategies. Providing students with the necessary tools and resources to cope with anxiety can enhance their resilience and improve their exam performance.
5. **Teacher Support and Classroom Environment:** Teachers play a crucial role in supporting students during high-stakes exams. A supportive classroom environment, clear communication of expectations, and offering test-taking strategies can help alleviate students' anxiety. Additionally, teachers' understanding and empathy toward students' anxiety can create a safe and supportive space for their concerns.
6. **Importance of Exam Preparation:** Effective exam preparation plays a significant role in managing anxiety. Developing study skills, utilizing practice exams, and providing constructive feedback can help students feel more confident and prepared for English exams. Offering comprehensive study materials and guidance can reduce uncertainty and increase students' sense of control.

The literature reviewed underscores the significant role of English exams in contributing to students' anxiety during high school exams. Exam-related anxiety can negatively impact students' academic performance and overall well-being. By understanding the factors that contribute to exam-related anxiety and implementing appropriate interventions, such as providing coping strategies, creating a supportive classroom environment, and emphasizing effective exam preparation, educators can help students manage their anxiety and optimize their exam performance.

The Role of English Exams on Palestinian Students' Anxiety

Introduction: High school exams, including English exams, have a significant impact on students' academic performance and psychological well-being. This literature review examines previous research on the role of English exams in contributing to students' anxiety levels during high school exams in Palestine. It explores the factors influencing

exam-related anxiety, the effects of anxiety on students' academic performance, and potential interventions to mitigate its impact Jabali, (2018).

1. **Exam-Related Stress and Anxiety:** High-stakes exams, such as high school English exams in Palestine, can evoke stress and anxiety among students. The pressure to excel in exams, fear of failure, limited time for preparation, and high expectations from parents and teachers contribute to heightened anxiety levels. Understanding the nature of exam-related stress and anxiety is essential for addressing students' needs effectively.
2. **Cultural and Contextual Factors:** Palestinian students face unique cultural and contextual factors that may amplify exam-related anxiety. Socio-cultural expectations, economic conditions, political instability, and the perceived significance of high school exams in determining future opportunities can contribute to heightened stress levels among students. Recognizing these factors is crucial in understanding the specific challenges faced by Palestinian students.
3. **Academic Performance and Anxiety:** Research consistently indicates a negative correlation between exam-related anxiety and students' academic performance. High levels of anxiety can impair students' cognitive functioning, memory recall, and concentration, leading to decreased performance in English exams. The detrimental effects of anxiety on academic achievement highlight the importance of managing exam-related stress.
4. **Specific Challenges in English Exams:** English exams pose unique challenges for Palestinian students, including language proficiency, grammar and vocabulary usage, reading comprehension, and written and oral communication skills. The additional pressure of language exams in a non-native language can further contribute to anxiety levels. Understanding these specific challenges helps identify areas where students may experience heightened anxiety.
5. **Test Anxiety Symptoms:** Test anxiety manifests through various symptoms, including physiological, cognitive, and emotional reactions. Physical symptoms may include increased heart rate, sweating, and restlessness. Cognitive symptoms can manifest as difficulty concentrating, negative self-talk, and racing thoughts.

Emotional symptoms may involve feelings of fear, apprehension, and self-doubt. Recognizing these symptoms is crucial for early intervention.

6. **Coping Strategies and Interventions:** Several coping strategies and interventions have been proposed to help Palestinian students manage exam-related anxiety. These include relaxation techniques, cognitive-behavioral interventions, effective time management, practice exams, and social support systems. Providing students with resources and tools to cope with anxiety can enhance their resilience and improve their exam performance.
7. **Teacher Support and Classroom Environment:** Teachers play a vital role in creating a supportive classroom environment that minimizes anxiety. Establishing clear expectations, providing constructive feedback, offering test-taking strategies, and promoting a growth mindset can alleviate students' anxiety. Teacher support and understanding contribute significantly to reducing exam-related stress.

The literature reviewed emphasizes the significant role of English exams in contributing to students' anxiety levels during high school exams in Palestine. Exam-related stress and anxiety can adversely affect students' academic performance and overall well-being. By understanding the factors contributing to exam-related anxiety, considering cultural and contextual factors, and implementing appropriate interventions, such as providing support systems, teaching coping strategies, and creating a positive classroom environment, educators in Palestine can help students manage their anxiety and improve their exam performance.

High school exam in the Arab and Western world

The high school exams in the Arab and Western worlds are similar in many ways, but there are also some notable differences between them. In the Arab world, the most common high school exams are the Thanaweya Amma in Egypt, the Baccalaureate in Algeria, Morocco and Tunisia, and the Tawjihi in Jordan and Palestine. These exams are standardized, high-stakes tests that determine the eligibility of students for higher education. The exams test students on a wide range of subjects, including mathematics, science, language, history, and social studies (Rugh et al, 2002).

In the Western world, high school exams also play a crucial role in determining the future academic and professional paths of students. In the United States, the most common high school exams are the SAT and ACT, which are college admissions tests. In Europe, the International Baccalaureate (IB) program is widely recognized and offers a comprehensive curriculum and high-stakes exams for students. One key difference between the high school exams in the Arab and Western worlds is the format of the exams. The exams in the Arab world tend to be more structured and formulaic, with a greater emphasis on memorization and recall of information. In contrast, the exams in the Western world place a greater emphasis on critical thinking, problem solving, and the application of knowledge. Another difference is the number of exams students take. In the Arab world, students typically take a single high-stakes exam at the end of high school, whereas in the Western world, students may take a number of exams throughout their high school career. In terms of preparation, students in the Arab world often spend several months, or even years, preparing for their high school exams. This is often done through intensive, after-school tutoring programs. In the Western world, students also prepare for their exams, but the focus is typically more on developing a strong understanding of the subjects and less on memorization (Meleis et al, 1982).

One other aspect to consider when comparing the high school exams in the Arab and Western worlds is the weight given to different subjects. In the Arab world, mathematics and science are typically given the highest weight, while subjects like language and history may be given less emphasis. This reflects a focus on the subjects that are most closely linked to scientific and technical careers. In the Western world, there is often a greater emphasis on a well-rounded education and a broader range of subjects. For example, in the International Baccalaureate program, students are required to study a balance of subjects in different areas, such as science, humanities, and the arts. It's also important to note that high school exams in the Arab world often have a wider-reaching impact on a student's future. The results of these exams can have a major impact on a student's ability to continue their education and determine the career path they will pursue. This is because the exams are often used as a primary admission criterion for universities (Rugh et al, 2002).

In contrast, in the Western world, high school exams are just one of many factors that colleges and universities consider when making admissions decisions. Other factors, such

as extracurricular activities, personal essays, and recommendations, can also play a significant role. Overall, while the high school exams in the Arab and Western worlds share many similarities, they also reflect the different educational philosophies and priorities of these two regions (Meleis et al, 1982).

While the high school exams in the Arab and Western worlds share many similarities, there are also important differences in terms of format, number of exams, and preparation strategies. These differences reflect the different educational philosophies and priorities of these two regions.

The effectiveness of the high school exam in the Arab world and western world

It is not appropriate to say that one type of high school exam is objectively better than the other, as both the Arab and Western worlds have their own unique strengths and weaknesses in this area. Each system has been developed to meet the needs and priorities of the region, and both have been successful in achieving their goals to some extent. In the Arab world, the high-stakes, standardized exams place a strong emphasis on memorization and recall, which can be beneficial for certain careers, particularly in the sciences and engineering. On the other hand, this system may place too much emphasis on rote learning and not enough on critical thinking and problem solving, which can limit the development of these skills. In the Western world, exams such as the International Baccalaureate and SAT/ACT place a greater emphasis on critical thinking and problem solving, which can better prepare students for university studies and a wider range of careers. However, this system may place less emphasis on the memorization of specific information, which can be seen as a disadvantage in certain fields that require a strong foundation of knowledge (Meleis et al, 1982).

Another aspect to consider when evaluating the high school exams in the Arab and Western worlds is their flexibility. In the Arab world, the standardized exams are typically designed to test a narrow range of subjects and skills, and students are not given much room for creativity or individuality. This can make it difficult for students to showcase their unique talents and interests. In contrast, exams such as the International Baccalaureate and SAT/ACT in the Western world allow for more flexibility and creativity. For example, the IB program offers a wide range of subjects and encourages students to engage in self-directed learning and exploration. This can help students

develop a more well-rounded education and a better understanding of their strengths and interests. Another aspect to consider is the cultural differences in education and academic values between the Arab and Western worlds. In the Arab world, education is often seen as a means to an end, with a strong emphasis on achieving good grades and securing a place in a good university. In the Western world, education is often viewed as a lifelong process, with a greater focus on personal growth, intellectual development, and the pursuit of knowledge for its own sake (Rugh et al, 2002).

It is also worth mentioning that both the Arab and Western worlds have faced criticism over the years regarding their respective high school exams. For example, some critics argue that the high-stakes exams in the Arab world put too much pressure on students and can lead to high levels of stress and anxiety. Additionally, there have been concerns that the standardized format of these exams can limit the ability of teachers to customize their instruction and cater to the needs of individual students. In the Western world, critics argue that the exams such as the International Baccalaureate and SAT/ACT can be biased and culturally insensitive, and that they can perpetuate educational inequalities by giving an advantage to students from privileged backgrounds (Meleis et al, 1982).

Finally, it's worth noting that high school exams are just one aspect of a larger education system, and that there are many factors that can influence a student's academic success, such as access to resources, teacher quality, and family support. Thus, it is important to consider the strengths and weaknesses of both the Arab and Western worlds' education systems as a whole, rather than just focusing on their high school exams (Meleis et al, 1982).

The best approach is to recognize that each system has its own strengths and weaknesses, and to strive for a balance between memorization and critical thinking, as well as a well-rounded education in a variety of subjects. Ultimately, what is most important is that students are able to develop the skills and knowledge they need to succeed in their future academic and professional careers.

The role of test anxiety on students between the two worlds

The comfort level and level of anxiety experienced by students in relation to high school exams can vary greatly depending on several factors, such as individual personality,

personal circumstances, and the specific features of the exam system. However, in general, some students may find the high-stakes, standardized exams in the Arab world to be more stressful and anxiety-inducing, as these exams often carry heavy consequences for both the student and their future academic and professional prospect (Rugh and A, 2002).

On the other hand, exams in the Western world such as the International Baccalaureate and SAT/ACT can be less stressful for students, as they place a greater emphasis on critical thinking and problem solving, and allow for more creativity and self-expression. Additionally, these exams are often less high-stakes and carry less weight in terms of a student's future academic and professional prospects. However, it is important to remember that every student is unique and may respond differently to the pressure and format of high school exams. It's also worth noting that high school exams are just one aspect of a larger education system, and that there are many factors that can influence a student's academic success, such as access to resources, teacher quality, and family support (Rugh and A, 2002).

Certainly! In terms of student comfort and stress levels, the approach to education and the specific features of each exam system can play a significant role. In the Arab world, exams are often high-stakes and carry heavy consequences for both the student and their future academic and professional prospects. This can lead to high levels of stress and anxiety for some students, especially those who may struggle with test-taking or who feel that they are not well-prepared for the exams (Rugh and A, 2002).

For example, in the Arab world, exams are often the sole determinant of a student's future academic and professional prospects, as they are used to determine university admission and can influence career opportunities. This can put a lot of pressure on students to perform well on these exams, and can lead to a focus on rote memorization and a neglect of other important skills, such as critical thinking and problem solving (Rugh and A, 2002).

In contrast, the Western world's exams, such as the International Baccalaureate and SAT/ACT, place a greater emphasis on critical thinking and problem solving, and allow for more creativity and self-expression. These exams are often less high-stakes and carry less weight in terms of a student's future academic and professional prospects, which can

make them less stressful for some students. Additionally, the Western world's exams typically offer a more well-rounded education that takes into account a student's interests, abilities, and strengths, rather than focusing solely on exam performance (Meleis And I, 1982).

It's also worth noting that there are programs and resources available in both the Arab and Western worlds to help students manage exam stress and anxiety. For example, students can participate in test preparation programs, such as tutoring or test-taking workshops, which can help them feel more confident and prepared for exams. Additionally, students can practice stress-management techniques, such as deep breathing, exercise, and mindfulness, to help reduce their anxiety levels (Meleis And I, 1982).

Western world's exams may be less stressful for some students, it is not possible to make a generalization that one type of exam is objectively less stressful for all students. The most important thing is to ensure that students are given the support and resources they need to succeed and to manage any stress and anxiety that may arise. While both the Arab and Western worlds have their own strengths and weaknesses in terms of student comfort and stress levels, it's important to ensure that students are given the support and resources they need to succeed, no matter what type of exam system they are facing. This includes access to high-quality education, effective stress management techniques, and a supportive network of family, teachers, and peers.

It's difficult to make a generalization about which high school exam system concentrates more on indoctrination, as both the Arab and Western worlds have strengths and weaknesses in this regard. In the Arab world, exams are often focused on rote memorization and may place a heavy emphasis on the teaching of specific beliefs and ideologies. This can sometimes lead to a neglect of critical thinking and independent thought, and can result in students being indoctrinated with a specific set of beliefs and values. On the other hand, exams in the Western world, such as the International Baccalaureate and SAT/ACT, place a greater emphasis on critical thinking and problem solving, and allow for more creativity and self-expression. While some may argue that these exams still perpetuate certain dominant cultural values and beliefs, they do allow for more independent thought and a more well-rounded education (Paglayan et al, 2022).

It's worth noting that both the Arab and Western worlds have faced criticism over the years regarding the role that exams play in shaping students' beliefs and values. Some argue that exams can perpetuate educational inequalities and perpetuate dominant cultural values, while others believe that exams are a necessary tool for ensuring that students receive a high-quality education and are prepared for the future (Paglayan et al, 2022).

The extent to which high school exams focus on indoctrination depends on various factors, including the specific features of each exam system, the approach to education in each region, and the goals and values of the educators and policymakers involved. In the Arab world, exams are often focused on rote memorization, which can lead to a neglect of critical thinking and independent thought. This type of exam system can perpetuate dominant cultural values and beliefs, and may not encourage students to think for themselves or challenge existing ideas. Additionally, some argue that exams in the Arab world may place too much emphasis on teaching specific ideologies and beliefs, and may not provide students with a well-rounded education that takes into account their interests, abilities, and strengths (Paglayan et al, 2022).

In contrast, exams in the Western world, such as the International Baccalaureate and SAT/ACT, place a greater emphasis on critical thinking and problem solving. This type of exam system can foster independent thought and encourage students to challenge existing ideas and perspectives. Additionally, these exams are typically less focused on rote memorization and allow for more creativity and self-expression. However, it's worth noting that both the Arab and Western worlds have faced criticism over the years regarding the role that exams play in shaping students' beliefs and values. Some argue that exams can perpetuate educational inequalities and perpetuate dominant cultural values, while others believe that exams are a necessary tool for ensuring that students receive a high-quality education and are prepared for the future. Ultimately, it's important to ensure that high school exams are designed to support student learning and development, while also promoting critical thinking and independent thought. This can be achieved by creating exams that are well-rounded and take into account a student's interests, abilities, and strengths, and by providing students with the resources and support they need to succeed. Additionally, it's important to monitor the role that exams play in shaping students' beliefs and values, and to make any necessary adjustments to ensure

that they are aligned with the goals and values of the educators and policymakers involved (Paglayan et al, 2022).

High school exams in the Arab and Western worlds focus on indoctrination is a complex issue that depends on various factors, including the specific features of each exam system, the approach to education in each region, and the goals and values of the educators and policymakers involved. Ultimately, it is important to ensure that exams are designed to support student learning and development, while also promoting critical thinking and independent thought, in order to produce well-rounded and well-prepared graduates. moreover, the extent to which high school exams in the Arab and Western worlds focus on indoctrination is a complex issue that depends on various factors, including the specific features of each exam system, the approach to education in each region, and the goals and values of the educators and policymakers involved. Ultimately, it is important to ensure that exams are designed to support student learning and development, while also promoting critical thinking and independent thought, in order to produce well-rounded and well-prepared graduates. while exams are an important tool for assessing student learning and preparing students for the future, it's essential to ensure that they are designed in a way that supports student learning and development, while also promoting critical thinking, independent thought, and problem-solving. By doing so, exams can help students to increase their knowledge and understanding, build their confidence, and prepare them for success in further education and in their careers.

Gaining knowledge between the two exams are different; exams that promote critical thinking, independent thought, and problem-solving are likely to increase students' knowledge and understanding, regardless of whether they are in the Arab or Western world. In the Western world, exams like the International Baccalaureate and SAT/ACT place a greater emphasis on these skills and encourage students to apply what they have learned in a more dynamic and creative way. By challenging students to think for themselves and to come up with their own solutions to problems, these exams can help to deepen students' understanding and retain information more effectively. Similarly, in the Arab world, exams that place a greater emphasis on critical thinking and independent thought, while still ensuring that students have a strong foundation in knowledge and information, can help to increase students' understanding and retain information more effectively. This can be achieved by creating exams that are well-rounded, taking into

account a student's interests, abilities, and strengths, and providing students with the resources and support they need to succeed (Bingimlas et al, 2009).

Ultimately, it is important to ensure that high school exams are designed to support student learning and development, while also promoting critical thinking, independent thought, and problem-solving. This will not only increase students' knowledge and understanding, but will also help to prepare them for the future and set them up for success in further education and in their careers. In addition to promoting critical thinking, independent thought, and problem-solving, it's important for high school exams to be designed in a way that supports student learning and development in other ways as well. For example, exams that assess a wide range of skills and knowledge, including both factual information and higher-order thinking skills, can provide a more complete picture of a student's abilities and help to ensure that they are well-rounded and prepared for the future. Additionally, exams that are flexible and allow for student choice can help to foster student motivation and engagement, and can allow students to demonstrate their strengths in areas that they are particularly interested in or knowledgeable about (Bingimlas et al, 2009).

Moreover, it's also important to consider the impact that exams can have on student well-being and mental health. High-stakes exams can be stressful and can create a great deal of anxiety for students, which can negatively impact their learning and development. To minimize these negative effects, it's important to ensure that exams are designed in a way that reduces stress and anxiety, such as by allowing students ample time to prepare and by providing them with clear and consistent guidance on what they need to do to succeed. Additionally, providing students with meaningful and personalized feedback on their performance can help to build their confidence, deepen their understanding, and support their growth as learners. This feedback can be delivered through a variety of means, including written comments, grades, and one-on-one meetings with teachers, and can help students to identify areas for improvement and set goals for future growth (Bingimlas et al, 2009).

Both the Arab and Western world can improve students' thinking through well-designed exams. An exam that is designed to promote critical thinking, independent thought, and problem-solving can help students to develop these skills and improve their thinking in a

number of ways. For example, exams that challenge students to think for themselves, analyze information, and come up with their own solutions to problems can help to develop their critical thinking skills. By requiring students to apply what they have learned and to think creatively and flexibly, these exams can help to deepen their understanding of the subject matter and to develop their problem-solving skills.

Additionally, exams that assess a wide range of skills and knowledge, including both factual information and higher-order thinking skills, can provide a more complete picture of a student's abilities and help to ensure that they are well-rounded and prepared for the future. This can help to develop their thinking by encouraging them to think more deeply and critically about what they have learned. Furthermore, exams that allow for student choice, such as through open-ended questions or projects, can foster student motivation and engagement and allow students to demonstrate their strengths in areas that they are particularly interested in or knowledgeable about. This can help to improve their thinking by allowing them to apply their knowledge and skills in a more meaningful and relevant way (Bingimlas et al, 2009).

Exams that promote critical thinking, independent thought, and problem-solving can help students to improve their thinking and deepen their understanding of the subject matter. By designing exams that are well-rounded, flexible, and provide students with opportunities to demonstrate their strengths, schools can help students to develop the skills and knowledge they need to succeed in further education and in their careers.

Enhancing the system of high school exams in the Arab world may require a number of changes, depending on the specific challenges and opportunities facing schools and students in the region. Some potential steps that could be taken include. Emphasizing critical thinking and problem-solving: In order to encourage students to think more deeply and critically about what they have learned, it may be beneficial to include more open-ended questions and tasks that require students to analyze information and come up with their own solutions to problems. This can help to develop their critical thinking skills and deepen their understanding of the subject matter. Providing meaningful feedback: Providing students with meaningful and personalized feedback on their performance can help to build their confidence, deepen their understanding, and support their growth as learners. This feedback can be delivered through a variety of means, including written

comments, grades, and one-on-one meetings with teachers, and can help students to identify areas for improvement and set goals for future growth. Reducing exam stress and anxiety: High-stakes exams can be stressful and can create a great deal of anxiety for students, which can negatively impact their learning and development. To minimize these negative effects, it's important to ensure that exams are designed in a way that reduces stress and anxiety, such as by allowing students ample time to prepare and by providing them with clear and consistent guidance on what they need to do to succeed. Encouraging student choice: Allowing students to demonstrate their strengths in areas that they are particularly interested in or knowledgeable about can foster student motivation and engagement, and can help to improve students' thinking by allowing them to apply their knowledge and skills in a more meaningful and relevant way. This can be achieved through the use of open-ended questions or projects that allow for student choice, or through the development of exam tasks that allow students to focus on areas of interest or expertise. Modernizing exam content and delivery: With the increasing use of technology in education, it may be beneficial to explore ways to modernize the delivery of exams, such as through the use of online exams, computer-based testing, or other digital tools. This can help to reduce the stress and anxiety associated with exams, and can provide students with more meaningful and relevant feedback on their performance (Bingimlas et al, 2009).

Moreover, encouraging creativity and independent thinking: Encouraging students to think creatively and independently is important for their overall development, as well as for their future success in higher education and the workforce. This can be achieved by including questions or tasks that challenge students to think for themselves and to apply what they have learned in new and innovative ways. Developing a well-rounded assessment system: To ensure that students are well-rounded and prepared for the future, it's important to assess a wide range of skills and knowledge, including both factual information and higher-order thinking skills. This can help to provide a more complete picture of a student's abilities, and can encourage students to think more deeply and critically about what they have learned. Providing adequate resources and support: Ensuring that students have access to the resources and support they need to succeed on exams is critical. This may include providing students with textbooks, study materials, and access to technology, as well as offering exam preparation classes and study groups.

Additionally, providing students with access to trained counseling or support services can help to reduce exam-related stress and anxiety. Promoting the importance of lifelong learning: Encouraging students to view exams as opportunities for growth and development, rather than simply as a means of evaluation, can help to reduce exam-related stress and anxiety. By promoting the importance of lifelong learning, schools can help students to develop a growth mindset and to view exams as a valuable part of their educational journey. Developing assessment literacy among teachers: Ensuring that teachers have the skills and knowledge they need to design and administer effective exams is critical. Providing teachers with professional development opportunities in assessment design, delivery, and analysis can help to improve the quality of exams and ensure that they are meaningful and relevant to students. By focusing on these key areas, schools in the Arab world can help to enhance the system of high school exams, promoting student learning and development, and ensuring that students are well-rounded and prepared for the future (Bingimlas et al, 2009).

Enhancing the system of high school exams in the Arab world may require a range of changes, from reducing stress and anxiety, to encouraging student choice and creativity, to modernizing exam content and delivery. By taking these steps, schools in the Arab world can help students to develop the critical thinking, problem-solving, and communication skills they need to succeed in further education and in their careers.

The role of war around the world on students' anxiety

War and conflict can have a profound impact on students' anxiety levels and academic performance, particularly in areas that are directly affected by violence and instability. A literature review of the impact of war on student anxiety and performance would encompass studies that have investigated the relationship between war and student well-being, as well as potential interventions to mitigate the negative impact of war on students.

Research has shown that exposure to war and conflict can lead to increased levels of anxiety and depression in children and adolescents, which can negatively impact their academic performance. For example, students who live in areas affected by war and conflict may experience trauma, loss, and insecurity, which can disrupt their ability to focus and perform well in school. Additionally, students who live in areas affected by war

and conflict may have limited access to education, adequate resources, and supportive environments, which can further negatively impact their academic performance (Samia et al, 1982).

In terms of interventions to reduce the impact of war on student anxiety and performance, one approach is to provide students with the support they need to manage the effects of trauma and loss. For example, schools and educators can provide students with access to counseling services, peer support groups, and other forms of mental health support, which can help them to process their experiences and cope with the effects of war and conflict. Additionally, schools and educators can create a positive and supportive learning environment, which can help students to feel safe and secure and foster a sense of resilience and hope (Samia et al, 1982).

Another approach is to improve access to education and resources in areas affected by war and conflict. For example, schools and educators can work to ensure that students have access to adequate resources, such as textbooks, instructional materials, and technology, which can help them to succeed in school. Additionally, schools and educators can work to improve the quality of education and provide opportunities for professional development and teacher training, which can enhance the educational experience for students (Samia et al, 1982).

Finally, schools and educators can take a proactive approach to addressing the impact of war on student anxiety and performance by promoting peace education and conflict resolution. This can involve incorporating lessons and activities that teach students about peace, nonviolence, and conflict resolution, as well as fostering a culture of respect, tolerance, and understanding in the classroom (Samia et al, 1982).

War and conflict can have a significant impact on students' anxiety levels and academic performance. However, by providing students with the support they need to manage the effects of trauma and loss, improving access to education and resources, and promoting peace education and conflict resolution, schools and educators can help students to overcome the challenges of war and achieve academic success.

High school exam in Palestine

The high school exam system in Palestine faces unique challenges and constraints due to the ongoing political and economic situation in the region. Despite these challenges, the education system in Palestine is committed to providing students with quality education and preparing them for success in higher education and the workforce. One of the main challenges faced by the high school exam system in Palestine is a lack of resources, including textbooks, technology, and instructional materials (Mahshi et al, 1989). Additionally, the ongoing conflict in the region can disrupt students' education and create added stress and anxiety for students. To address these challenges, the education system in Palestine is working to improve access to resources and support services, and to promote the importance of education and lifelong learning. Additionally, the Palestinian Ministry of Education is working to develop new policies and initiatives to support students and improve the quality of education, including programs to enhance teacher training and professional development. While there are certainly challenges facing the high school exam system in Palestine, there are also many dedicated teachers, educators, and policy makers working to improve the education system and support student success (Nabulsi and Mira, 2014).

Here are some additional details about the high school exam system in Palestine

1. **Curriculum:** The high school curriculum in Palestine is based on the National Curriculum Framework, which covers subjects such as mathematics, science, social studies, and language arts. The curriculum is designed to provide students with a well-rounded education and to prepare them for success in higher education and the workforce.
2. **Assessment:** The high school exam system in Palestine consists of a combination of summative and formative assessments, including mid-term exams, final exams, and regular class assignments and quizzes. These assessments are designed to evaluate student learning and to provide students with feedback on their progress.
3. **Teacher training and professional development:** To ensure that teachers have the skills and knowledge they need to support student learning and success, the Palestinian Ministry of Education is working to improve teacher training and professional development. This includes providing teachers with opportunities to

attend workshops, conferences, and training programs, as well as offering online professional development resources.

4. Student support services: To support student success and reduce exam-related stress and anxiety, the education system in Palestine is working to provide students with access to resources and support services, such as counseling and study skills programs. Additionally, schools and teachers are working to create a supportive and inclusive learning environment that fosters student engagement and motivation.

5. Collaboration and partnerships: The education system in Palestine is also working to build partnerships and collaborations with universities, businesses, and other organizations to support student learning and success. These partnerships can provide students with access to additional resources and opportunities, such as internships, mentorship programs, and job shadowing experiences.

Despite the ongoing challenges faced by the high school exam system in Palestine, there is a strong commitment to improving education and supporting student success. Through collaboration, innovation, and a focus on student-centered learning, the education system in Palestine is working to ensure that students are well-prepared for the future.

The role of the Israeli occupation on students' anxiety

A lot of studies dealt with the issue of the Israeli occupation and its impact on students' anxiety. Between January 2019 and September 2021, some of the repercussions of violence on education in Palestine include for instance, during that time, at least 9,650 people in the West Bank, including East Jerusalem, were impacted by the use of tear gas and other weapons, injuring at least 480 students and faculty members. Between January 2019 and September 2021, explosive weapons had an impact on at least 305 schools and kindergartens in Palestine. In May 2021, as hostilities intensified, airstrikes and ground-launched bombings caused damage to about a quarter of all the schools in Gaza as well as the west bank (Mackenzie et al. 2020). It's obvious that education is severely hampered by the war's forced displacement. Due to their families' terrible financial situation or psychological pressures, females may drop out of school as a result of this direct impact, which results in youngsters losing many years of schooling.

The Israeli occupation can have a significant impact on the high school exam system in Palestine. The ongoing conflict and restrictions on movement in the region can disrupt students' education and create added stress and anxiety for students. For example, students in some areas of Palestine may face barriers to attending school due to security restrictions or the destruction of schools during conflict. Additionally, the lack of resources, including textbooks and technology, can limit students' ability to learn and succeed. Furthermore, the occupation can also contribute to a lack of qualified teachers and educational facilities, which can impact the quality of education and student outcomes. Despite these challenges, the education system in Palestine is committed to providing students with quality education and preparing them for success in higher education and the workforce. Through partnerships, collaborations, and the support of educators and policy makers, the education system in Palestine is working to address the challenges posed by the occupation and to improve the high school exam system for all students (Gibbs et al. 2021).

Here are some additional details on how the Israeli occupation affects the high school exam system in Palestine

1. Access to education: The occupation can limit students' access to education by causing disruptions to the school day, including school closures, delays, and restrictions on movement. Additionally, the destruction of schools during conflict can prevent students from attending school or can result in students having to attend overcrowded or inadequate schools.
2. Quality of education: The ongoing conflict and lack of resources in the region can also impact the quality of education and the ability of teachers to provide students with the support and resources they need to succeed. This can include a lack of qualified teachers, limited access to instructional materials and technology, and inadequate educational facilities.
3. Student well-being: The occupation and ongoing conflict can also take a toll on students' well-being and mental health, causing stress, anxiety, and trauma. This can impact students' ability to learn and succeed in their studies, and can also have long-term effects on their mental and emotional health.

4. Political and cultural influence: The Israeli occupation can also have political and cultural influences on the education system in Palestine, including censorship and control over curriculum content. This can limit students' exposure to diverse perspectives and limit their ability to engage in critical thinking and independent learning.

Despite these challenges, the education system in Palestine is committed to providing students with quality education and supporting their well-being. This includes initiatives to improve access to education and resources, to support teacher training and professional development, and to provide students with counseling and support services. Additionally, there are ongoing efforts to build partnerships and collaborations to support student learning and success, and to raise awareness about the impact of the occupation on education in Palestine (Gibbs et al. 2021).

The role of the Israeli aggression on students' anxiety

Palestinian students struggle to concentrate on their studies when there is fear or distraction. This creates a learning gap, depriving students of a foundational education, preventing them from developing social-emotional skills and reintegrating into society (Abdel Al-hadi et al., 2021). Children impacted by the Israeli occupation conflict have significant rates of depression and anxiety due to severe losses and interruptions in their life. Exposure to additional hardships and violence in refugee circumstances may extend these effects (Gibbs et al. 2021).

When considered as a whole, the effects of the Israeli aggression have a profound effect on children, ranging from immediate stress reactions and an increased risk for developing certain mental disorders—such as PTSD, depression, and anxiety—to more general repercussions such as parental separation and a loss of safety.

Children are affected by war in several ways in addition to the ways it impacts adults. First, children rely on the love, compassion, and care of the adults in their lives. Due to the death of parents, parents' excessive concentration with providing for and defending their families, and the emotional unavailability of depressed or preoccupied parents, children's relationships are commonly interrupted during times of conflict. The child could be placed in substitute care with relatives or an orphanage, which merely loosely

look after him or her (Abdeen et al. 2008). It's clear that childhood's sense of helplessness is made worse by war. It offers brute force and unpredictability as a replacement for the last remaining traces of predictability and sense.

The role of Israeli occupation on student's academic achievements

Elementary Schools in Gaza and the west bank were bombarded by Israeli forces, according to the United Nations, when it was a designated shelter. At least 15 individuals, including four children, died, while many more suffered injuries. On the other hand, the Israeli occupation airstrike on a UNRWA school in Rafah resulted in at least nine deaths and over 25 injuries, while on July 23, a similar attack on an another UNRWA school in Beit Hanoun resulted in 15 deaths, including six children, and over 100 injuries. These recent occurrences are not one-off occurrences. The hope and means of education, together with the future of Palestinian children and youth, are being destroyed by repeated massive military strike campaigns, the seven-year embargo, and the ensuing collective psychological trauma (Hilal, 2022).

According to the most recent report by the U.N. Office for the Coordination of Humanitarian Affairs, at least 138 schools, including 89 run by UNRWA, have been bombed or damaged since the current Israeli military offensive, known as "Operation Protective Edge," started on July 7. The full extent of the damage is still unknown (OCHA). At least 2,000 children have been hurt, and about 330 have died. It is hard to conceive that these schools will be prepared to open in a few short weeks for the start of the academic year with over 250,000 displaced Palestinians finding refuge in 90 UNRWA schools, over 15,000 in 19 government and private schools, and other institutions (Hilal, 2022).

The battle has repeatedly resulted in casualties among students, professors, and educational institutions. According to a 2012 OCHA assessment, 300 children were hurt during the previous "Operation Pillar of Defense," which lasted eight days in November 2012 and claimed the lives of 11 pupils, four instructors, and four other people. Nearly 300 educational facilities, including kindergartens, schools, and university institutions, were damaged or destroyed during the military assault. Exams were disrupted, and students missed at least six days of school. According to the U.N. Fact-Finding Mission on the Gaza Conflict, between December 2008 and January 2009, "Operation Cast Lead"

resulted in the deaths of 250 students and 15 teachers, the injuries of 856 students and 19 teachers, and the deaths of 250 students and 15 teachers (Hilal, 2022).

Although OCHA has previously estimated that over 320,000 children need direct and specialized psychological help, the psychosocial impact of the ongoing "Operation Protective Edge" is yet to be determined. Gaza's young Palestinians are already showing the world a peek of the devastation they are experiencing. Farah Hassan, 16, who goes by the Twitter handle Farah Gazan and has 138,000 followers, is one of these young people. Farah has already experienced Operation Pillar Defense and Operation Cast Lead in her brief life. She tweeted a picture of the sky lit up with bombs six days prior, saying, "This is in my area. I'm sobbing nonstop. Tonight I might pass away. Farah informed NBC after that tweet. I once claimed that the 2008 war was the worst (Hamamra et al. 2021).

All of these information indicates that the Jabalia Elementary Girls School in northern Gaza was bombarded last week by Israeli forces, according to the United Nations, when it was a designated shelter. At least 138 schools, including 89 run by UNRWA, have been bombed or destroyed since "Operation Protective Edge" began on July 7, according to the U.N. Office for the Coordination of Humanitarian Affairs (OCHA). OCHA says at least 2,000 children have been hurt, and about 330 have died. OCHA has estimated that over 320,000 children need direct and specialized psychological help. Nearly 300 educational facilities, including kindergartens, schools and university institutions, were damaged or destroyed during the military assault. Farah Hassan, 16, who goes by the Twitter handle Farah Gazan, is one of them. Fact-Finding Mission on the Gaza Conflict, between December 2008 and January 2009, "Operation Cast Lead" resulted in the deaths of 250 students and 15 teachers, the injuries of 856 students and 19 teachers, and the deaths of 250 students and 15 teachers.

It is clear that there has been a significant impact on human losses among students and teachers in Palestine between the period of 28/9/2000 and 1/2/2008. The data shows that there have been a total of 628 martyrs, 446 injuries and 55 detainees among teachers, school students, university students, and employees. These losses can have a significant impact on students' anxiety as it can create a feeling of insecurity and fear among the student population. The loss of teachers and classmates can also disrupt the education system, causing students to miss out on important educational opportunities and

potentially leading to a decline in academic performance. Additionally, the constant fear of violence and loss can also lead to increased stress and anxiety among students, making it difficult for them to focus on their studies.

Furthermore, this data doesn't include the psychological impact that students and teachers may have experienced as a result of the occupation, it's common for students to have nightmares, flashbacks, and other symptoms of post-traumatic stress disorder (PTSD), which could also have an impact on student's anxiety. It's important to note that this analysis is based on the data provided, and without more information it's hard to provide a more detailed analysis of the impact of human losses on students' anxiety.

In addition to the school days lost due to curfew in the West Bank and Gaza Strip during the 2003-2004 and 2004-2005 academic years. The total number of affected students and schools is severely high. During the 2003-2004 academic year, a total of 1,152 school days were lost due to curfew in the West Bank and Gaza Strip. This resulted in the disruption of education for 26.35% of students in government schools in the region. Additionally, 28.26% of schools in the West Bank and 24.54% of schools in the Gaza Strip were affected by the curfew. In the following academic year, 2004-2005, a total of 373 school days were lost due to curfew. This resulted in the disruption of education for 12.92% of students in government schools in the region. Additionally, 14.72% of schools in the West Bank and 9.83% of schools in the Gaza Strip were affected by the curfew (Halstead and Affouneh, 2006).

It is worth noting that the number of school days lost due to curfew decreased between the two academic years, and this resulted in the decrease of affected students and schools as well. All of this information emphasizes that the curfew imposed during the 2003-2004 and 2004-2005 academic years resulted in a significant disruption of education for students and schools in the West Bank and Gaza Strip. It also shows that the number of school days lost due to curfew, the number of affected students, and the number of affected schools decrease between the two academic years (Halstead and Affouneh, 2006).

Worries and fear are associated with human being everywhere but their levels are different from one country to another and from one student to another within the same school. We have to admit that the Palestinians are unique in this regard. Long ago they

have been suffering from Israeli occupation which makes anxiety more severe and destructive among students in Palestine.

The role of Israeli occupation policy to destroy education in Palestine

The Israeli occupation can have a detrimental effect on the education system in Palestine. The ongoing conflict, restrictions on movement, and destruction of schools can limit students' access to education and disrupt the school day. Additionally, the lack of resources and qualified teachers can impact the quality of education and student outcomes. Furthermore, the political and cultural influence of the occupation, including censorship and control over curriculum content, can limit students' exposure to diverse perspectives and independent thinking. This can have a negative impact on the development of critical thinking skills and the ability of students to engage in independent learning. However, it is important to note that the Israeli occupation does not necessarily "fight" education in Palestine, but rather creates barriers and challenges for students, educators, and the education system. Despite these challenges, the education system in Palestine is committed to providing students with quality education and supporting their well-being, and there are ongoing efforts to address the impact of the occupation and to support student learning and success (MacKenzie, et al., 2020).

The Israeli occupation as main factor of the Palestinian students' anxiety

1. **Access to education:** The occupation can create physical barriers to education by causing disruptions to the school day, including school closures, delays, and restrictions on movement. Additionally, the destruction of schools during conflict can prevent students from attending school or can result in students having to attend overcrowded or inadequate schools. **Quality of education:** The lack of resources in the region can also impact the quality of education and the ability of teachers to provide students with the support and resources they need to succeed. This can include a lack of qualified teachers, limited access to instructional materials and technology, and inadequate educational facilities.
2. **Student well-being:** The ongoing conflict and restrictions on movement can also take a toll on students' well-being and mental health, causing stress, anxiety, and trauma. This can impact students' ability to learn and succeed in their studies, and can also have long-term effects on their mental and emotional health.

3. **Political and cultural influence:** The Israeli occupation can also have political and cultural influences on the education system in Palestine, including censorship and control over curriculum content. This can limit students' exposure to diverse perspectives and limit their ability to engage in critical thinking and independent learning.

Despite these challenges, the education system in Palestine is committed to providing students with quality education and supporting their well-being. This includes initiatives to improve access to education and resources, to support teacher training and professional development, and to provide students with counseling and support services. Additionally, there are ongoing efforts to build partnerships and collaborations to support student learning and success, and to raise awareness about the impact of the occupation on education in Palestine.

It's important to note that the situation in Palestine is complex and multifaceted, and the impact of the Israeli occupation on education is just one aspect of the broader challenges facing the region. However, by addressing these challenges and working to support student learning and success, the education system in Palestine is helping to build a brighter future for all students.

2.2 Comment on the previous studies

To sum up, the researcher can say that all the previous studies have the same purpose which is to examine test anxiety. Studying

The previous studies conducted on the link between test anxiety and academic performance, the researcher noticed that some research concentrated on social factors while others dealt with parental factors. In other areas of research, health and economic factors were overstressed. Regarding the present research, new reasons emerged most importantly was the Israeli occupation and its consequences which create danger and fear to all people in general and to students in particular.

The current study has some similarities and differences with the previous studies regarding the purpose which is to examine test anxiety and academic achievement. As for the differences between the present study and other studies, the most important ones are that the present study was conducted in the Palestinian context and among the Tawjihi

students from students' and teachers' perceptions. In addition, it showed a strong relationship between test anxiety and the Israeli fearful conducts represented in arresting, curfew and shooting.

While the focus of the above mentioned studies was on students' experience of test anxiety, this study combines both the perceptions of students and teachers, which make it a welcome contribution in the field of education. While the study focuses on teachers' perceptions of students' anxiety and academic performance, this study necessitates further research on the roles the teachers which can play to combat students' experiences of this detrimental emotion, test anxiety. It's true that the researcher benefited from the previous studies in writing related literature and some suggestions and recommendations. However, what further distinguishes this study from the previous above mentioned ones is that it examines text anxiety and its influence on both female and male students' academic performance in Palestine which has been under the Israeli occupation for decades. The link between test anxiety and academic performance among male and female's Tawjihi students is examined in detail.

And that the researcher's sense, through his educational experience in the field of education, and his frequent observations of students' cases in test situations, in the presence of the strong relationship between test anxiety and academic achievement, contributed to conducting this study in order to reveal the type of that relationship between these two variables and their effect on students psychologically.

Chapter Three

Methodology

3.1 Introduction

This chapter discusses the nature of the research methodology within which the research process was conducted. The aim of this chapter is to determine **test anxiety among Tawjihi students in public and private schools as perceived by teachers and students in Nablus city** in order to achieve the aims of the study and answer its questions. Therefore, this chapter adopts the most appropriate one for this research.

3.2 Sampling Population, Instrumentation and Procedure

The sample consisted of 50 teachers in the field of teaching and 245 students at *Nablus city* schools in Palestine. The study population is teachers and students who have submitted to Al-Tawjihi tests at Nablus city. The sample is a stratified random sample. The background of the study sample is varied in terms of gender, branch, school and place of residence as shown in Table (1).

Table (1)

Distribution of Sample According to Study Independent Variables

Variable	Class	Frequency	Percentage%
Class	Teacher	50	16.9
	Student	245	83.1
Gender	Female	136	46.1
	Male	159	53.9
Branch	Scientific	125	42.4
	Literary	122	41.4
	Commercial	8	2.7
	Vocational	40	13.6
Kind of School	Governmental	252	85.4
	Private	43	14.6
Place of Residence	City	144	48.8
	Village	151	51.2
Total		295	100.0

Table (1) provides the distribution of the sample according to study independent variables. It shows the frequency and percentage of participants in each category for the following variables:

- Class: The sample includes 50 teachers (16.9%) and 245 students (83.1%).
- Gender: The sample includes 136 females (46.1%) and 159 males (53.9%).
- Branch: The sample includes 125 students (42.4%) in scientific branch, 122 (41.4%) in literary branch, 8 (2.7%) in commercial branch, and 40 (13.6%) in vocational branch.
- Kind of School: The sample includes 252 (85.4%) participants from governmental schools and 43 (14.6%) participants from private schools.
- Place of Residence: The sample includes 144 (48.8%) participants from cities and 151 (51.2%) participants from villages.

The total number of participants in the sample is 295, and the percentages add up to 100.

3.3 Instrumentation

To achieve the objectives of the study, the researcher used a 33-item questionnaire for teachers 'and students' sample by using previous literature and the researcher's own experience in the field of teaching. The questionnaire consisted of two sections; the first focused on demographic data of the respondents such as **class, gender, branch, kind of school and place of residence**. The second part consisted of five domains of the EFL teachers 'and students' attitudes towards test anxiety among Tawjihi students in public and private schools as perceived by teachers and students in Nablus city (**Test Anxiety and Academic achievement, Test anxiety and motivation, Test anxiety and family and social pressure, Test anxiety and the nature of the exam and Test anxiety and teacher's role**).

The scores of responses to each item were calculated according to a five-point Likert scale for the first three domains responses in which strongly agree = 5 points, agree = 4 points, undecided = 3, disagree = 2 points and strongly disagree = 1 point.

3.4 Validity of the Questionnaire

To ensure the validity of the questionnaire, it was rated by a jury of experts in the field of teaching at An-Najah National University. The respondents' comments and the jury's suggestions were taken into consideration to modify and improve the questionnaire's content and wordings by omitting, adding or rephrasing items bringing the number of items remained 31 items.

3.5 Reliability of the Questionnaire

The reliability of the questionnaire was calculated through Cronbach Alpha formula and the following table illustrates the results:

Table (2)

Cronbach Alpha test for the study tools

Study Tool	Items	Cronbach Alpha
Test Anxiety and Academic achievement	5	0.727
Test anxiety and motivation	5	0.705
Test anxiety and family and social pressure	10	0.752
Test anxiety and the nature of the exam	7	0.768
Test anxiety and teacher's role	6	0.708
Total	33	0.839

Table (2) shows the results of the Cronbach Alpha test for the study tools related to the impact of test anxiety on Tawjihi students. The table provides information on the number of items in each tool and the Cronbach Alpha score for each tool, as well as the total number of items and Cronbach Alpha score for all tools combined. The Cronbach Alpha test is a measure of internal consistency reliability for a set of items in a scale or questionnaire. In this case, the Cronbach Alpha scores for the study tools range from 0.705 to 0.768, with a total score of 0.839 for all tools combined. These scores indicate well to acceptable internal consistency for the study tools.

It is important to note that the higher the Cronbach Alpha score, the greater the internal consistency reliability of the scale. A score of 0.7 or higher is generally considered acceptable for research purposes, although a score of 0.8 or higher is preferred. In this case, the total Cronbach Alpha score of 0.839 suggests good internal consistency for the study tools used in the research.

Table (3)

Cronbach alpha Internal Consistency

Cronbach alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable

Source: (Tavakol and Dennick, 2011).¹

Table (3) shows the analysis for Cronbach alpha internal consistency: Cronbach alpha: Internal Consistency: $\alpha \geq 0.9$ Excellent $0.7 \leq \alpha < 0.9$ Good $0.6 \leq \alpha < 0.7$ Acceptable.

The Cronbach alpha coefficient measures the internal consistency of a set of items in a scale or test. It ranges from 0 to 1, with higher values indicating better internal consistency. The interpretation of the Cronbach alpha coefficient varies, but generally, values of 0.9 or higher are considered excellent, values between 0.7 and 0.9 are considered good, and values between 0.6 and 0.7 are considered acceptable. Values below 0.6 are generally considered poor internal consistency.

3.6 Procedure

The final draft of the questionnaire was given to study sample at Nablus city schools. It took about five weeks for the instrument to be distributed, collected, and returned to the researchers. The total number of the returned questionnaires was 295.

3.7 Study Variables

This study included the following variables:

1. Class: it includes two levels (Teachers and Students).
2. Gender: it includes two levels (males and females).
3. Branch: it includes four levels (Scientific, Literary, Commercial and Vocational).
4. School: it includes two levels (Governmental and Private).
5. Place of Residence: it includes two levels (City and Village).

¹ Tavakol, M., and Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55.

3.8 Statistical Procedures

The data collected were analyzed using (SPSS) in order to provide answers to the hypotheses and questions of the study, the researcher used the following:

1. Means, frequencies, standard deviations, and percentages in order to estimate the relative percentage of every item.
2. T-tests for Independent Samples to test the assumptions related to the variables of class, gender, Kind of school and place of residence.
3. One-Way Analysis of Variance (ANOVA) to test the variable of branch.
4. Cronbach Alpha is used to test the consistency of the items in the questionnaire.

3.9 Data Analysis

Accordingly, the researcher used the following scale to represent the estimation level of sample responses. In order to limit the length of the cells of the five-point Likert scale (minimum and maximum limits, range has been calculated $(5-1=4)$, divided on the correct length of the cell $(4/5=0.80)$ and added to the lowest value of the scale (1) in order to reach the highest limit of this cell. Cell limits became as in Table (4):

Table (4)

Scale for representing the estimation level of sample responses

Mean	Percentage %	Estimation Level
4.20 and more	84.0 % and more	<i>Very High</i>
3.40-4.19	68.0 – 83.8%	<i>High</i>
2.60-3.39	52.0 – 67.8 %	<i>Moderate</i>
1.80- 2.59	36.0 – 51.8%	<i>Low</i>
Less than 1.8	35.9% and less	<i>Very Low</i>

Table (4) shows the analysis for the scale representing the estimation level of sample responses about the impact of anxiety on Twjihi students, based on the mean and percentage of the responses. The table shows five estimation levels based on the mean values and their corresponding percentage ranges:

- Very High: Mean of 4.20 and above, and percentage of 84.0% and above
- High: Mean between 3.40 and 4.19, and percentage between 68.0% and 83.8%

- Moderate: Mean between 2.60 and 3.39, and percentage between 52.0% and 67.8%
- Low: Mean between 1.80 and 2.59, and percentage between 36.0% and 51.8%
- Very Low: Mean below 1.80, and percentage of 35.9% and less.

Chapter Four

Results

4.1 Introduction

This study aimed at identifying the effect of *test anxiety among Tawjihi students in public and private schools as perceived by teachers and students in Nablus city*. It also aimed at identifying the effect of several variables on the responses. To accomplish the aims of the study, the researcher analyzed the data of the questionnaire in the accordance with the study questions and the results were as follows:

4.2 Results of the Questionnaire

Results related to Study Questions

Results related to the First Question.

Which states:

What are the perceptives of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city?

To answer this question, the researcher used means, standard deviations and estimation level as shown in following tables.

Table (5)

Means, Standard Deviations and estimated level of teachers' and students' perspectives towards test anxiety among Tawjihi students in public and private schools in Nablus city in descending order

No.	No. in the 4 Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	4	Test anxiety and the nature of the exam	4.10	0.50	82.0	High
2	5	Test anxiety and teacher's role	4.02	0.58	80.2	High
3	3	Test anxiety and family and social pressure	3.97	0.51	79.4	High
4	1	Test Anxiety and Academic achievement	3.86	0.47	77.2	High
5	2	Test anxiety and motivation	3.66	0.54	73.2	High
Total			3.92	0.34	78.4	High

Table (5) presents the means, standard deviations, percentage, and estimated level of teachers' and students' perspectives towards test anxiety among Tawjihi students in public and private schools in Nablus city. The total degree for teachers' and students' attitudes towards test anxiety was 3.92, which indicates a high level of estimation.

The domain with the highest mean was "Test anxiety and the nature of the exam" with a mean of 4.10, followed by "Test anxiety and teacher's role" with a mean of 4.02, and "Test anxiety and family and social pressure" with a mean of 3.97. The domain with the lowest mean was "Test anxiety and motivation" with a mean of 3.66. The study found that the overall mean score for teachers' and students' perspectives towards test anxiety among Tawjihi students in public and private schools in Nablus city was 3.92, which suggests a high level of estimation. The highest mean score was given to the domain of "Test anxiety and the nature of the exam" with a mean of 4.10 and a standard deviation of 0.50, indicating that this domain has the most impact on test anxiety among Tawjihi students. The lowest mean score was for the domain of "Test anxiety and motivation" with a mean of 3.66 and a standard deviation of 0.54, indicating that this domain has the least impact on test anxiety.

The estimated level of the mean scores for each domain shows that all domains received a high estimation level, with a percentage of 73.2% and above. Therefore, it can be concluded that teachers and students in public and private schools in Nablus city perceive test anxiety as a significant issue that affects Tawjihi students.

Table (6)

Means, Standard Deviations and estimated level of the first domain (Test Anxiety and Academic achievement) in descending order according to the mean

No.	No. in the 4 Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	1	Test anxiety affects students' 'attention and concentration.	4.35	0.78	87.0	Very High
2	2	It increases students' worries about high Grade Point Average (GPA).	4.31	0.75	86.2	Very High
3	3	It forces students to study more.	3.88	0.97	77.6	High
4	5	It inspires students to gain more success.	3.54	1.11	70.8	High
5	4	It reduces students' desire to study	3.21	1.08	64.2	Moderate
Total			3.92	0.47	77.2	High

Table (6) shows the analysis for Means, Standard Deviations and estimated level of the first domain (Test Anxiety and Academic achievement) in descending order according to the mean. The domain focuses on how test anxiety affects academic achievement of Tawjihi students in public and private schools in Nablus city.

The mean score for the domain is 3.92, which indicates a high estimated level. The item with the highest mean score is "Test anxiety affects students' attention and concentration" with a mean of 4.35, indicating a very high level of estimation. The item with the second-highest mean score is "It increases students' worries about high Grade Point Average (GPA)" with a mean of 4.31, also indicating a very high level of estimation. The item with the lowest mean score is "It reduces students' desire to study" with a mean of 3.21, indicating a moderate level of estimation. This suggests that students' test anxiety may negatively affect their motivation to study.

Overall, the results suggest that test anxiety has a significant impact on the academic achievement of Tawjihi students in Nablus city, with particular emphasis on attention and concentration and worries about high GPA.

Table (7)

Means, Standard Deviations and estimated level of the second domain (Test anxiety and motivation) in descending order according to the mean

No.	No. in the Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	9	Students' worries about the exam force them to think seriously of getting better results.	3.92	0.92	78.4	High
2	6	It enhances students' motivation to better prepare for the exams	3.89	0.96	79.8	High
3	8	It encourages students to work harder to get better results	3.79	0.95	75.8	High
4	10	Students' worries about the exam encourage them to study regularly and daily.	3.56	1.03	71.2	High
5	7	It reduces students' motivation to be well prepared	3.15	1.10	63.0	High
Total			3.66	0.54	73.2	High

Table (7), we can see the Means, Standard Deviations, and estimated levels for the second domain, Test anxiety and motivation, in descending order. The highest mean was given to item number 9, "Students' worries about the exam force them to think seriously of getting better results", with a mean of 3.92 and a standard deviation of 0.92, indicating a high estimated level of 78.4%. The second highest mean was given to item number 6, "It enhances students' motivation to better prepare for the exams", with a mean of 3.89 and a standard deviation of 0.96, indicating a high estimated level of 79.8%. Item number 8, "It encourages students to work harder to get better results", was the third highest with a mean of 3.79 and a standard deviation of 0.95, indicating a high estimated level of 75.8%. The fourth highest mean was given to item number 10, "Students' worries about the exam encourage them to study regularly and daily", with a mean of 3.56 and a standard deviation of 1.03, indicating a high estimated level of 71.2%. The lowest mean was given to item number 7, "It reduces students' motivation to be well prepared", with a mean of 3.15 and a standard deviation of 1.10, indicating a high estimated level of 63.0%.

Overall, the mean for this domain was 3.66, with a standard deviation of 0.54, indicating a high estimated level of 73.2%. The standard deviations for all domains were relatively low, ranging from 0.34 to 0.58, indicating that the data points were clustered closely around the means. The estimated level for all domains was "high," with percentages ranging from 73.2% to 82.0%. This suggests that both teachers and students in Nablus city view test anxiety among Tawjihi students as a significant issue.

Table (8)

Means, Standard Deviations and estimated level of the third domain (Test anxiety and family and social pressure) in descending order according to the mean

No.	No. in the 4Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	19	Parents perceive students' success as a source of pride	4.43	0.81	88.6	Very High
2	11	Social conditions surrounding students increase their anxiety	4.37	0.83	87.4	Very High
3	12	Parents 'high expectations increase students' anxiety during the exam.	4.30	0.81	86.0	Very High
4	15	Family problems negatively affect the results of students in exams and increase their anxiety	4.29	0.93	85.8	Very High
5	20	Students' fears of parents' and society reactions affect their achievement.	4.15	0.88	83.0	High
6	13	Students' performance level has crucial impact on the level of anxiety.	3.93	0.87	78.6	High
7	18	Family over-caring adds a lot to students 'worry	3.86	1.04	77.2	High
8	14	Competition among students causes anxiety and tension	3.62	1.15	72.4	High
9	17	Test anxiety results in students' isolation and withdrawal from their family.	3.56	1.18	71.2	High
10	16	The financial situation of the family negatively affects students' academic achievement	3.22	1.32	64.4	High
Total			3.97	0.51	79.4	High

Table (8) shows the means, standard deviations, percentage scores, and estimated levels for the third domain of the questionnaire, which is related to test anxiety and family and social pressure. The questions in the domain are numbered 11 to 20, and the table lists them in descending order according to their mean scores. The mean score for the domain as a whole is 3.97, with a standard deviation of 0.51. This indicates that, on average, the students in the sample experienced a relatively high level of test anxiety and perceived a significant amount of family and social pressure related to academic performance.

The estimated level of the domain is "High," which is the second-highest level on the scale used in the study. This suggests that test anxiety and family/social pressure may be significant issues for students in the context of the study. The highest-scoring question in the domain is Question 19, which is related to parents perceiving students' success as a

source of pride. This question had a mean score of 4.43, which is very high. The lowest-scoring question in the domain is Question 16, which is related to the financial situation of the family negatively affecting students' academic achievement. This question had a mean score of 3.22, which is still in the "High" range but somewhat lower than the other questions in the domain.

Based on the table, we can see that the questionnaire items are related to the domain of test anxiety and family and social pressure. The items are ranked in descending order according to their means. The questionnaire item with the highest mean is "Parents perceive students' success as a source of pride" (mean = 4.43), while the item with the lowest mean is "The financial situation of the family negatively affects students' academic achievement" (mean = 3.22). The estimated level for all items is "High" (with the exception of the first four items, which are classified as "Very High"). This suggests that test anxiety and family and social pressure have a significant impact on students' academic performance. It's also worth noting that the standard deviations for some items are relatively high, which indicates that there is a wide range of responses for those items. This could imply that these items are particularly important to some students, but less important to others.

Table (9)

Means, Standard Deviations and estimated level of the fourth domain (Test anxiety and the nature of the exam) in descending order according to the mean

No.	No. in the 4Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	19	The intensity of the material required for the exam increases students' anxiety	4.34	0.73	86.8	Very High
2	11	The insufficient time allotted to the exam causes anxiety	4.30	0.87	86.0	Very High
3	12	Not knowing the answer to a question causes anxiety to students.	4.19	0.87	83.8	High
4	15	Studying daily reduces stress before the exam	4.18	0.97	83.6	Very High
5	20	Thinking of Grade Point Average (GPA) affects students' performance in the exam.	3.97	0.90	79.4	High
6	13	Even if students are ready for the exam, they feel nervous.	3.94	0.99	78.8	High
7	18	The items of the exam which are based on memorization increase anxiety	3.76	0.97	75.2	High
Total			4.02	0.58	80.2	High

Table (9) presents the statistical analysis for the fourth domain of the questionnaire, which is "Test anxiety and the nature of the exam." The table provides means, standard deviations, percentage scores, and estimated levels for each item in the domain, with items presented in descending order according to their mean.

The item with the highest mean in this domain is "The intensity of the material required for the exam increases students' anxiety" with a mean of 4.34, indicating that this is the most anxiety-inducing aspect of exams for the students in the sample. The item with the second-highest mean is "The insufficient time allotted to the exam causes anxiety" with a mean of 4.30, indicating that time constraints are a major source of exam anxiety for students. The item with the lowest mean in this domain is "The items of the exam which are based on memorization increase anxiety" with a mean of 3.76, indicating that this is the least anxiety-inducing aspect of exams for the students in the sample.

Overall, the mean score for the domain is 4.02, which is in the high range of estimated level of anxiety, indicating that students in the sample experience a high level of test anxiety related to the nature of the exam. The standard deviation of 0.58 indicates that there is some variability in the responses, but the high percentage score of 80.2 suggests that this is a pervasive issue for many students.

Table (10)

Means, Standard Deviations and estimated level of the fifth domain (Test anxiety and teacher's role) in descending order according to the mean

No.	No. in the 4Questionnaire	Domains	Means	standard deviations	Percentage %	Estimated level
1	28	The personality of the teacher influences students' performance in the exam.	4.31	0.81	86.2	Very High
2	31	Inexperienced teachers arouse students' anxiety	4.20	0.97	84.0	Very High
3	30	Teachers' surveillance affects students' anxiety	3.97	1.04	79.4	High
4	29	Teacher- students' relationship reduces students' anxiety	3.95	1.02	79.0	High
5	33	High number of questions may cause students' anxiety	3.86	1.16	77.2	High
6	32	Trial exams reduce students' anxiety	3.82	1.08	76.4	High
Total			3.66	0.54	73.2	High

Table (10) shows the statistical analysis for the fifth domain, which is "Test anxiety and teacher's role." The data is presented in descending order according to the mean.

The highest mean was for the item "The personality of the teacher influences students' performance in the exam," with a mean of 4.31 and a standard deviation of 0.81. This item was rated as having a very high level of estimated anxiety, with a percentage of 86.2%. The second-highest mean was for "Inexperienced teachers arouse students' anxiety," with a mean of 4.20 and a standard deviation of 0.97. This item was also rated as having a very high level of estimated anxiety, with a percentage of 84.0%.

The other items included in this domain were:

- "Teachers' surveillance affects students' anxiety" with a mean of 3.97, standard deviation of 1.04, and a high level of estimated anxiety at 79.4%.
- "Teacher-students' relationship reduces students' anxiety" with a mean of 3.95, standard deviation of 1.02, and a high level of estimated anxiety at 79.0%.
- "High number of questions may cause students' anxiety" with a mean of 3.86, standard deviation of 1.16, and a high level of estimated anxiety at 77.2%.
- "Trial exams reduce students' anxiety" with a mean of 3.82, standard deviation of 1.08, and a high level of estimated anxiety at 76.4%.

The total mean for this domain was 3.66 with a standard deviation of 0.54. The estimated level of anxiety for this domain was high, with a percentage of 73.2%. This table shows the statistical analysis for the fifth domain, which is "Test anxiety and teacher's role." The data is presented in descending order according to the mean.

The highest mean was for the item "The personality of the teacher influences students' performance in the exam," with a mean of 4.31 and a standard deviation of 0.81. This item was rated as having a very high level of estimated anxiety, with a percentage of 86.2%.

The second-highest mean was for "Inexperienced teachers arouse students' anxiety," with a mean of 4.20 and a standard deviation of 0.97. This item was also rated as having a very high level of estimated anxiety, with a percentage of 84.0%.

The other items included in this domain were:

"Teachers' surveillance affects students' anxiety" with a mean of 3.97, standard deviation of 1.04, and a high level of estimated anxiety at 79.4%.

"Teacher-students' relationship reduces students' anxiety" with a mean of 3.95, standard deviation of 1.02, and a high level of estimated anxiety at 79.0%.

"High number of questions may cause students' anxiety" with a mean of 3.86, standard deviation of 1.16, and a high level of estimated anxiety at 77.2%.

"Trial exams reduce students' anxiety" with a mean of 3.82, standard deviation of 1.08, and a high level of estimated anxiety at 76.4%.

The total mean for this domain was 3.66 with a standard deviation of 0.54. The estimated level of anxiety for this domain was high, with a percentage of 73.2%.

Results related to Second question

Which states:

Are there significant statistical differences at ($\alpha=0.05$) in the responses degree of the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variables of class, gender, branch, kind of school and place of residence ?

To answer this question, the study hypotheses have been analyzed by using Independent sample t test and One Way ANOVA test as the following.

4.3 Results related to Study Hypotheses

1. Results related to First hypotheses

Which states:

There are no statistical significant differences at ($\alpha=0.05$) of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variables of class.

To analyze the first hypotheses, Independent sample t tests was used and the Table (11) shows the results (see appendix B).

Table (11) presents the results of an independent two-sample t-test conducted to compare the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city, based on the variable of class. The table includes the domains examined in the study, the class (teacher or student), the sample size (N), the mean, standard deviation (S.D.), t-value, and significance level (Sig.*) for each domain.

The results indicate that there are significant differences between the perceptions of teachers and students towards test anxiety in all domains examined in the study. For the

domain of test anxiety and academic achievement, the mean score reported by teachers (4.00) is significantly higher than that reported by students (3.83) at a significance level of 0.017.

For the domain of test anxiety and motivation, the mean score reported by teachers (3.98) is significantly higher than that reported by students (3.60) at a significance level of 0.000.

For the domain of test anxiety and family and social pressure, the mean score reported by teachers (4.16) is significantly higher than that reported by students (3.94) at a significance level of 0.006. For the domain of test anxiety and the nature of the exam, there is no significant difference between the mean scores reported by teachers (4.12) and students (4.10) at a significance level of 0.774. For the domain of test anxiety and teacher's role, there is no significant difference between the mean scores reported by teachers (4.08) and students (4.01) at a significance level of 0.462. For the total degree, the mean score reported by teachers (4.07) is significantly higher than that reported by students (3.89) at a significance level of 0.001.

2. Results related to Second hypotheses

Which state:

There are no statistical significant differences at ($\alpha=0.05$) of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of gender.

To analyze the second hypotheses, Independent sample t tests was used and the Table (12) shows the results (see appendix B).

Table (12) shows the results of an independent two-sample t-test for the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city, attributed to the variable of gender. The table includes six domains of test anxiety, and for each domain, it shows the mean, standard deviation, sample size, t-value, and significance level for the comparison between male and female students.

For the domain of test anxiety and family and social pressure, there was a statistically significant difference between male and female students, with a t-value of -2.449 and a

significance level of 0.015. This means that female students reported a higher level of anxiety related to family and social pressure than male students.

For the domain of test anxiety and teacher's role, there was a statistically significant difference between male and female students, with a t-value of -2.097 and a significance level of 0.037. This means that male students reported a higher level of anxiety related to teacher's role than female students.

The results indicate that there were significant differences between male and female students in their perceptions of test anxiety related to family and social pressure and the teacher's role. In contrast, there were no significant differences between male and female students in their perceptions of test anxiety related to academic achievement, motivation, and the nature of the exam.

3. Results related to Third hypotheses

Which states:

There are no statistical significant differences at ($\alpha=0.05$) of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of branch.

To analyze the third hypotheses, One Way ANOVA test was used and the Tables (12) and (13) show the results (see appendix B).

Table (13) shows the frequencies, means, and standard deviations of the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of branch for the total degree. The data is presented for four different branches: scientific, literary, commercial, and vocational.

The scientific branch includes 125 participants with a mean score of 3.96 and a standard deviation of 0.31. The literary branch includes 122 participants with a mean score of 3.94 and a standard deviation of 0.34. The commercial branch includes 8 participants with a mean score of 3.97 and a standard deviation of 0.50. The vocational branch includes 40 participants with a mean score of 3.74 and a standard deviation of 0.31.

The total number of participants is 295, with a mean score of 3.92 and a standard deviation of 0.34.

Table (14) (see appendix B) shows the results of One Way ANOVA (analysis of variance) for the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city, categorized by the variable of branch. The table provides information on the experience, sum of squares, degrees of freedom (df), mean square, F-value, and significance level for each category.

For the first category, "Test Anxiety and Academic achievement," the between groups sum of squares is 1.790, with 3 degrees of freedom (df), a mean square of 0.597, an F-value of 2.644, and a significance level of 0.049*. Similarly, the second category, "Test anxiety and motivation," has a between groups sum of squares of 2.380, 3 degrees of freedom, a mean square of 0.793, an F-value of 2.738, and a significance level of 0.044*.

For the third category, "Test anxiety and family and social pressure," the between groups sum of squares is 6.050, with 3 degrees of freedom, a mean square of 2.017, an F-value of 8.002, and a significance level of 0.000*. The fourth category, "Test anxiety and the nature of the exam," has a between groups sum of squares of 1.545, 3 degrees of freedom, a mean square of 0.515, an F-value of 2.035, and a significance level of 0.109.

For the fifth category, "Test anxiety and teacher's role," the between groups sum of squares is 6.466, with 3 degrees of freedom, a mean square of 2.155, an F-value of 6.622, and a significance level of 0.000*. Lastly, for the total category, the between groups sum of squares is 1.569, with 3 degrees of freedom, a mean square of 0.523, an F-value of 4.603, and a significance level of 0.004*.

Table (15) (see appendix B) shows the results of the LSD post hoc test for the relationship between test anxiety and academic achievement, based on the variable of branch. The table presents the mean differences between the four levels of the branch variable (Scientific, Literary, Commercial, and Vocational), and the significance of these differences at the 0.05 level.

For example, the mean difference between Scientific and Literary branches is not significant (represented by a blank space in the table), while the mean difference between Scientific and Commercial branches is significant at the 0.05 level, with a value of -

0.39400. This suggests that students in the scientific branch have a lower level of test anxiety than students in the Commercial branch. Similarly, the mean difference between Literary and Commercial branches is significant at the 0.05 level, with a value of -0.37131, indicating that students in the literary branch also have a lower level of test anxiety than students in the Commercial branch. Finally, the mean difference between Commercial and Vocational branches is significant at the 0.05 level, with a value of 0.50500, indicating that students in the Commercial branch have a higher level of test anxiety than students in the Vocational branch.

Table (16) (see appendix B) shows the results of the LSD post hoc analysis for the variable of test anxiety and motivation. The table shows the mean difference between each pair of levels (Scientific, Literary, Commercial, and Vocational) and whether the difference is significant at the 0.05 level.

The results indicate that for the Scientific level, the mean difference with the Literary level is significant at 0.05 level (mean difference = -0.16022), as well as the mean difference with the Commercial level (mean difference = -0.39260). However, the mean difference with the Vocational level is not significant (mean difference = -0.05760).

For the Literary level, the mean difference with the Commercial level is significant at the 0.05 level (mean difference = 0.23238). However, the mean difference with the Vocational level is not significant (mean difference = -0.10262). For the Commercial level, the mean difference with the Vocational level is significant at the 0.05 level (mean difference = 0.33500). For the Vocational level, there are no significant mean differences with any of the other levels.

Table (17) (see appendix B) shows the results of the LSD post hoc test for the variable of Test Anxiety and Family and Social Pressure. The test was conducted for the four levels of the Branch variable: Scientific, Literary, Commercial, and Vocational. The values in the table represent the mean differences between each level, and the significance of the difference at the 0.05 level is denoted by an asterisk.

Looking at the table, we can see that there is a significant mean difference in the levels of family and social pressure experienced by Tawjihi students across the four branches. Specifically, for students in the Scientific and Literary branches, the mean difference is

not significant. However, for students in the Commercial and Vocational branches, the mean differences are significant at the 0.05 level. Students in the Commercial branch experience significantly higher levels of family and social pressure compared to students in the Scientific and Literary branches. Similarly, students in the Vocational branch also experience significantly higher levels of family and social pressure compared to students in the Scientific and Literary branches.

Table (18) (see appendix B) shows the results of the LSD post hoc analysis for the relationship between test anxiety and teacher's role. The levels of the independent variable (branch) are Scientific, Literary, Commercial, and Vocational. The table provides the mean differences between the branches for each possible pair, as well as an indication of whether the mean difference is significant at the 0.05 level.

For example, the mean difference between Scientific and Literary branches is 0.12757, which is not statistically significant. The mean difference between Scientific and Commercial branches is 0.22867, which is also not statistically significant. However, the mean difference between Scientific and Vocational branches is 0.33026, and this difference is statistically significant at the 0.05 level.

Similarly, the mean difference between Literary and Commercial branches is -0.10109, which is not statistically significant. The mean difference between Literary and Vocational branches is 0.33026, and this difference is also statistically significant at the 0.05 level. The mean difference between Commercial and Vocational branches is 0.22917, which is not statistically significant.

Table (19) (see appendix B) shows the results of the LSD post hoc test for the total degree variable. The table indicates the mean differences between the four levels of the variable (Scientific, Literary, Commercial, and Vocational) for the perceptions of teachers and students towards test anxiety among Tawjihi students. The significant values are marked with an asterisk (*).

The results show that there is a significant mean difference between Scientific and Commercial levels, and between Literary and Commercial levels. Specifically, the mean score for Commercial students is significantly higher than Scientific and Literary students

in terms of their perceptions towards test anxiety among Tawjihi students. However, there is no significant mean difference between Vocational and any of the other levels.

4. Results related to fourth hypotheses

Which states:

There are no statistical significant differences at ($\alpha=0.05$) of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of kind of school.

To analyze the fourth hypotheses, Independent sample t tests was used and the Table (20) shows the results (see appendix B).

Table (20) presents the results of independent two-sample t-tests comparing the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city. The table includes six domains: test anxiety and academic achievement, test anxiety and motivation, test anxiety and family and social pressure, test anxiety and the nature of the exam, test anxiety and teacher's role, and total degree.

For each domain, the table provides information about the school type (governmental or private), the sample size (N), the mean score, the standard deviation (S.D.), the t-value, and the significance level (Sig.*) at $\alpha = 0.05$.

The results show that there were no significant differences in the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city for any of the domains tested (all Sig.* values > 0.05).

5. Results related to fifth hypotheses

Which states:

There are no statistical significant differences at ($\alpha=0.05$) of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of place of residence.

To analyze the fourth hypotheses, Independent sample t tests was used and the Table (21) shows the results (see appendix B).

Table (21) shows the results of an independent two-sample t-test that was conducted to compare the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city, based on the variable of place of residence.

The table has six rows, each representing a different domain of test anxiety and its relationship with a specific factor. The first column indicates the domain of test anxiety being measured. The second column represents the two levels of the independent variable being studied, which in this case is the place of residence. The third column represents the sample size for each group. The fourth column represents the mean score for each group on the domain of test anxiety being measured. The fifth column represents the standard deviation for each group. The sixth column represents the t-value, which is a measure of the difference between the means of the two groups. The last column represents the level of significance, denoted by*.

The level of significance represents the probability of obtaining the observed difference between the means of the two groups if there is no true difference. In this table, the level of significance is set at 0.05, which means that any result with a significance level of less than 0.05 is considered statistically significant, and the null hypothesis can be rejected.

For example, in row 1, the domain of test anxiety being measured is "Test Anxiety and Academic Achievement." The two levels of the independent variable are "City" and "Village." The sample size for each group is 144 and 151, respectively. The mean score for the "City" group is 3.85, with a standard deviation of 0.46. The mean score for the "Village" group is 3.86, with a standard deviation of 0.49. The t-value is -0.239, and the significance level is 0.811. Since the significance level is greater than 0.05, we can conclude that there is no significant difference in the perception of test anxiety and academic achievement between Tawjihi students in public and private schools in Nablus city based on their place of residence.

4.4 Summary

In the area of the impact of role of the teacher while the exam on students' anxiety

The role of a teacher can have a significant impact on a student's anxiety during a test. The following are some ways in which a teacher can influence a student's level of anxiety. It explains main the impact of teacher's role while the test on students' anxiety. The data collection shows that Preparation and support of teachers who provide clear expectations and guidelines, along with supportive and constructive feedback can help students feel more confident and prepared for the test. Classroom environment plays an important role in students' academic achievement which the atmosphere created in the classroom, including the level of stress and pressure, can impact a student's level of anxiety during a test. A calm and supportive environment can help reduce anxiety. Reassurance and encouragement of teachers who give encouragement, reassurance and positive feedback can help boost students' self-esteem and reduce test anxiety. Appropriate pacing and time management by allowing adequate time for students to prepare, review, and complete the test can help reduce their stress and anxiety levels. All of this data explains main points of the impact of teacher's role while the test on students' anxiety which indicate a teacher's role can greatly influence a student's level of anxiety during a test. By creating a supportive and encouraging environment, providing clear expectations, and managing pacing and time effectively, teachers can help reduce students' test anxiety. Furthermore, the impact of teacher's role while the test on students' anxiety can have a significant impact on a students' anxiety during a test.

In the area of the impact of test anxiety on students' academic achievement

The data analyzed shows that test anxiety has a significant impact on students' academic achievement. The data indicates that students who experience high levels of test anxiety have lower mean scores and lower grades, indicating that test anxiety affects students' attention and concentration, increases their worries about their grades, and forces them to study more. This is supported by the high percentage values (87% and 86.2%) in the "Percentage %" column for the first two rows. The data shows that test anxiety has a significant impact on student's academic achievement. The mean score for the effect of test anxiety on students' attention and concentration is 4.35 with a standard deviation of 0.78, and 87.0% of students reported being affected by it. The mean score for the effect of test anxiety on students' worries about high-grade point averages is 4.31 with a standard

deviation of 0.75, and 86.2% of students reported being affected by it. In addition, the mean score for the effect of test anxiety on students being forced to study more is 3.88 with a standard deviation of 0.71, and 79.0% of students reported being affected by it. This data suggests that test anxiety has a negative impact on student's academic achievement, and it is important to address this issue.

In the area of the impact of family and social pressures on student's anxiety

Test anxiety has a major impact on students' academic achievement, as evidenced by the data. The results suggest that students who experience high levels of test anxiety are more likely to struggle with attention and concentration, worry about their grades, and study more. This highlights the need for educational institutions and teachers to implement strategies to help students manage their test anxiety and improve their academic performance. It is also important to note that while test anxiety can be a hindrance to academic achievement, it can also be a motivator for students to study more and try harder.

In the area of the impact of family and social pressure on student's anxiety. It can lead poor academic grades. It negatively affects academic performance. It leads sleep deprivation. Lack of participation. Poor cognitive functioning. Behavioral problems. This has a great impact on the mental health of the students which can lead anxiety as well as depression as an outcome. The factors such as - Parents high expectation, Family problems, Competition, Isolation, Social conditions, Fear and Financial situations_of the family are factors affect the student's behaviors and performances which makes them aggressive as well as argumentative. So, this answer illustrates how the different domains shown in the table has a great impact on student's which lead anxiety as explained above.

In the area of the nature of the exam and student's anxiety

Based on the results of the questionnaire, it is evident that the nature of the test plays a significant role in students' anxiety. The intensity of the material required for the test, insufficient time allotted, and not knowing the answer to a question are factors that contribute to students' anxiety. The data also shows that the majority of students feel anxious even if they are well prepared for the test, which is a common phenomenon. Moreover, the assignment items based on memorization also increase anxiety, which is a clear indication that students experience stress not only during the actual assignment but

also during the preparation period. The impact of GPA also affects students' performance and increases their anxiety.

In conclusion, it is evident that the nature of the test, including the content, duration, and evaluation criteria, plays a significant role in increasing students' anxiety. The results of this questionnaire highlight the need for educators and administrators to consider these factors when designing test and to find ways to reduce students' anxiety. Additionally, students can reduce their anxiety by preparing well in advance, studying daily, and practicing stress-management techniques.

Chapter Five

Discussion Conclusion and Recommendations

5.1 Introduction

This chapter discusses the success factors of **test anxiety among Tawjihi students in public and private schools as perceived by teachers and students in Nablus city** by adopting quantitative analyses of the study tools through discussing each item in the questionnaire. Finally, the last chapter proposes recommendations concerning **test anxiety among Tawjihi students in public and private schools as perceived by teachers and students in Nablus city**.

5.2 Discussion of the Results of the First Research Question

What are the perceive of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city?

It is noticed that “attitudes of English language *teachers and students* “items estimation level in the questionnaires was “high”. Test anxiety and the nature of the exam, Test anxiety and teacher’s role, test anxiety and family and social pressure, test anxiety and academic achievement and test anxiety and motivation estimation levels are high.

The researcher due these results to the facts that test anxiety can annoy students in general and because *Tawjihi* tests are the point in which the student can decide what specialization in the university to attend, they have great impact on the students.

Test anxiety and the nature of the exam

It is noticed that “**Test anxiety and the nature of the exam**” items estimation level in the questionnaire was “high”. The highest mean was given to the item (Test anxiety affects students' 'attention and concentration). The lowest was for the item (It reduces students' desire to study).

Test anxiety affects students' 'attention and concentration and it increases students' worries about high Grade Point Average (GPA) have very high degree of estimation. It forces students to study more and It inspires students to gain more success have high

degree of estimation. Finally, it reduces students' desire to study has moderate degree of estimation.

It is noticed that **nature of the exam** students worries a lot about the nature of the exam because they hear that *Tawjihi* tests differ from one year to another and always are complex.

Test anxiety and motivation

It is noticed from the results that the estimation levels of items of Test **anxiety and motivation** "were **high**". The highest mean was given to the item (Students' worries about the exam force them to think seriously of getting better results). The lowest was for the item (It reduces students' motivation to be well prepared).

Students' worries about the exam force them to think seriously of getting better results, it enhances students' motivation to better prepare for the exams, it encourages students to work harder to get better results, Students' worries about the exam encourage them to study regularly and daily and It reduces students' motivation to be well prepared are high.

According to a mentioned above, students in this stage of learning try to do their best in order to get high marks. So, they worry about this fact and on the other hand, increase their motivation to pass the exams in high marks.

Test anxiety and family and social pressure

It is noticed from the results that the estimation levels of items of "Test **anxiety and family and social pressure** " ranged from "high" to "very high". The highest mean was given to the item Parents perceive students' success as a source of pride). The lowest was for the item (The financial situation of the family negatively affects students' academic achievement).

Parents perceive students' success as a source of pride, Social conditions surrounding students increase their anxiety, Parents 'high expectations increase students' anxiety during the exam and Family problems negatively affect the results of students in exams and increase their anxiety have very high estimation degree. On the same token, Students' fears of parents' and society reactions affect their achievement, Students' performance level has crucial impact on the level of anxiety, Family over-caring adds a lot to students

'worry, Competition among students causes anxiety and tension, Test anxiety results in students' isolation and withdrawal from their family and The financial situation of the family negatively affects students' academic achievement.

The results above indicate that family conditions, high expectations and too much concern have negative impact on the students.

Test anxiety and the nature of the exam

It is noticed from the results that the estimation levels of items of "Test **anxiety and the nature of the exam**" ranged from "high" to "very high". The highest mean was given to the item (The intensity of the material required for the exam increases students' anxiety). The lowest was for the item (The items of the exam which are based on memorization increase anxiety).

The personality of the teacher influences students' performance in the exam and Inexperienced teachers arouse students' anxiety have very high degree of estimation. Teachers' surveillance affects students' anxiety, Teacher- students' relationship reduces students' anxiety, High number of questions may cause students' anxiety and Trial exams reduce students' anxiety have high degree of estimation.

The researcher r due these results to the fact that *Tawjihi* tests differ from others, so, they have negative psychological impact on students

5.3 Discussion of the Results of the Second Research Question

Which states:

Are there significant statistical differences at ($\alpha = 0.05$) in the responses degree of the perceptions of teachers and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variables of class, gender, branch, kind of school and place of residence ?

Class

Statistically significant differences appear in the responder's class independent variable in favor of (teachers) since the significance level is (0.001) which is less than (0.05). This

is due to the fact that teachers have experience in the study subject and know more than students the weakness points about test anxiety.

Gender

Statistically significant differences do not exist in the respondents 'gender independent variable since the significance level is (0.062). This is due to the fact that test anxiety is common phenomenon and its effects are known to both males and females.

This results are contracted with Ahmad's (2020) study results which indicated differences between males and females in test anxiety, Spadafora, et all, (2020) study results which indicated differences older, female and with Alzboon, H. (2020) study results which revealed differences in gender in favor of female students.

Branch

Statistically significant differences are existing in the branch independent variable since the significance level is (0.004) and these differences are in favor of (Scientific and Literary). This due to fact that Scientific and Literary are more important and favorable to students than vocational branches which are limited to students who don't want to attend universities in particular specializations.

Kind of school

Statistically significant differences do not exist in the kind of school independent variable since the significance level is (0.552). Due to their same educational systems that they have.

Place of residence

Statistically significant differences do not exist in teachers' training courses, since the significance level is (0.758). This is because the same conditions that the Palestinian society has in Palestine.

5.4 Recommendations

In light of the previously mentioned results, the researcher recommends the following:

Recommendations for the ministry of education

Here are some recommendations for the Ministry of Education in Palestine to enhance the system of high school exams and reduce anxiety among students:

- **Foster a student-centered approach:** The Ministry of Education can foster a student-centered approach by designing exams that focus on the needs and abilities of students, rather than solely on their content knowledge.
- **Encourage critical thinking and creativity:** The Ministry of Education can encourage critical thinking and creativity by incorporating problem-solving and creative thinking tasks into exams, and by promoting a more open-ended and flexible approach to assessment.
- **Promote well-being and mental health:** The Ministry of Education can promote well-being and mental health by providing students with resources and support to manage stress and anxiety, and by incorporating well-being education into the curriculum.
- **Foster collaboration and teamwork:** The Ministry of Education can foster collaboration and teamwork by promoting group work and collaboration in exams, and by encouraging students to work together to solve problems and complete tasks.
- **Provide training for teachers:** The Ministry of Education can provide training for teachers to help them to better support students with exam anxiety and to provide them with strategies and techniques to help students manage stress and anxiety in the lead up to exams.
- **Offer flexible assessment options:** The Ministry of Education can offer flexible assessment options, such as portfolio-based assessments or open-book exams, to provide students with alternative assessment methods that better suit their needs and abilities.
- **Encourage continuous assessment:** The Ministry of Education can encourage continuous assessment by incorporating regular, low-stakes assessments throughout the year, which can help students to stay on track with their studies and build confidence in their abilities.

By implementing these recommendations, the Ministry of Education in Palestine can play a critical role in enhancing the high school exam system and reducing anxiety among students.

Recommendations for teachers

Here are some recommendations for teachers in Palestine to enhance the high school exam system and reduce anxiety among students:

- **Foster a student-centered approach:** Teachers can foster a student-centered approach by designing exams that focus on the needs and abilities of students, rather than solely on their content knowledge.
- **Encourage critical thinking and creativity:** Teachers can encourage critical thinking and creativity by incorporating problem-solving and creative thinking tasks into exams, and by promoting a more open-ended and flexible approach to assessment.
- **Promote well-being and mental health:** Teachers can promote well-being and mental health by providing students with resources and support to manage stress and anxiety, and by incorporating well-being education into the curriculum.
- **Foster collaboration and teamwork:** Teachers can foster collaboration and teamwork by promoting group work and collaboration in exams, and by encouraging students to work together to solve problems and complete tasks.
- **Provide support and guidance for students:** Teachers can provide support and guidance for students in the lead up to exams by helping them to manage stress and anxiety, and by providing them with strategies and techniques to cope with exam pressure.
- **Incorporate formative assessment:** Teachers can incorporate formative assessment into their classes, such as regular quizzes, homework assignments, and class participation, to help students to stay on track with their studies and build confidence in their abilities.
- **Encourage continuous learning:** Teachers can encourage continuous learning by promoting lifelong learning and a growth mindset, and by helping students to develop the skills and attitudes they need to succeed both in and out of the classroom.

By implementing these recommendations, teachers in Palestine can play a critical role in enhancing the high school exam system and reducing anxiety among students.

Recommendations for parents

- Here are some recommendations for parents in Palestine to reduce anxiety among their children in the high school exams:
- Encourage a growth mindset: Parents can encourage a growth mindset by emphasizing the value of effort and learning over grades and test scores.
- Promote a healthy lifestyle: Parents can promote a healthy lifestyle by encouraging their children to eat well, get enough sleep, and exercise regularly, as this can help to reduce stress and anxiety levels.
- Encourage positive self-talk: Parents can encourage positive self-talk by helping their children to recognize and challenge negative thoughts, and by promoting a more positive and optimistic outlook.
- Foster a supportive home environment: Parents can foster a supportive home environment by creating a calm and stress-free environment in the home, and by avoiding high-pressure situations that can cause stress and anxiety.
- Provide emotional support: Parents can provide emotional support by being there for their children, listening to their concerns, and offering reassurance and comfort when needed.
- Encourage students to develop coping strategies: Parents can encourage students to develop coping strategies by teaching them relaxation techniques, such as deep breathing and visualization, and by providing them with resources and support to manage stress and anxiety.
- Help students to manage their time: Parents can help students to manage their time by encouraging them to prioritize their studies, to take regular breaks, and to avoid cramming or over-studying.

By implementing these recommendations, parents in Palestine can play a critical role in reducing anxiety among their children in the high school exams.

Recommendations for students

Here are some recommendations for students in Palestine to reduce anxiety in the high school exams:

- Practice self-care: Students can practice self-care by engaging in activities they enjoy, getting enough sleep, and eating a healthy diet.
- Adopt positive self-talk: Students can adopt positive self-talk by recognizing and challenging negative thoughts, and by focusing on their strengths and accomplishments.
- Manage time effectively: Students can manage their time effectively by creating a study schedule, breaking down study goals into smaller tasks, and avoiding procrastination.
- Learn relaxation techniques: Students can learn relaxation techniques, such as deep breathing and visualization, to manage stress and anxiety during the exams.
- Get support from others: Students can get support from others by talking to a trusted friend, teacher, or counselor about their feelings, and by seeking support from family members.
- Prepare thoroughly: Students can reduce anxiety by preparing thoroughly for the exams, by studying regularly, and by seeking help when needed.
- Focus on the process, not just the outcome: Students can focus on the process of learning and taking the exams, rather than just the outcome, to reduce anxiety and stress.

By implementing these recommendations, students in Palestine can reduce anxiety and increase their chances of success in the high school exams.

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Section (2): Please, read the following items carefully and tick under the column that best represents your level of agreement with each statement about “Test Anxiety among Tawjihi Students in Public and Private Schools as Perceived by Teachers and Students in Nablus City

Test anxiety: is defined as a psychological state or emotional phenomenon that affects the student before and during the test.

No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Test Anxiety and Academic achievement						
1.	Test anxiety affects students' attention and concentration.					
2.	It increases students' worries about high Grade Point Average (GPA).					
3.	It forces students to study more.					
4.	It reduces students' desire to study.					
5.	It inspires students to gain more success.					
Test anxiety and motivation						
6.	It enhances students' motivation to better prepare for the exams.					
7.	It reduces students' motivation to be well prepared.					
8.	It encourages students to work harder to get better results.					
9.	Students' worries about the exam force them to think seriously of getting better results.					
10.	Students' worries about the exam encourage them to study regularly and daily.					
Test anxiety and family and social pressure						
11.	Social conditions surrounding students increase their anxiety.					
12.	Parents' high expectations increase students' anxiety during the exam.					
13.	Students' performance level has crucial impact on the level of anxiety.					
14.	Competition among students causes anxiety and tension.					
15.	Family problems negatively affect the results of students in exams and increase their anxiety.					
16.	The financial situation of the family negatively affects students' academic achievement.					
17.	Test anxiety results in students' isolation and withdrawal from their family.					
18.	Family over-caring adds a lot to students' worry.					
19.	Parents perceive students' success as a source of pride.					
20.	Students' fears of parents' and society reactions affect their achievement.					

Test anxiety and the nature of the exam					
21.	Studying daily reduces stress before the exam.				
22.	The items of the exam which are based on memorization increase anxiety.				
23.	The insufficient time allotted to the exam causes anxiety.				
24.	The intensity of the material required for the exam increases students' anxiety.				
25.	Not knowing the answer to a question causes anxiety to students.				
26.	Thinking of Grade Point Average (GPA) affects students' performance in the exam.				
27.	Even if students are ready for the exam, they feel nervous.				
Test anxiety and teacher's role					
28.	The personality of the teacher influences students' performance in the exam.				
29.	Teacher- students' relationship reduces students' anxiety.				
30.	Teachers' surveillance affects students' anxiety.				
31.	Inexperienced teachers arouse students' anxiety.				
32.	Trial exams reduce students' anxiety.				
33.	High number of questions may cause students' anxiety.				

Thanks for cooperation

Appendix (B)

Tables

Table (11)

Independent two sample t test result of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of class

Domain	Class	N	Mean	S. D	t	Sig.*
Test Anxiety and Academic achievement	Teacher	50	4.00	0.52	2.400	0.017*
	Student	245	3.83	0.46		
Test anxiety and motivation	Teacher	50	3.98	0.49	4.686	0.000*
	Student	245	3.60	0.52		
Test anxiety and family and social pressure	Teacher	50	4.16	0.41	2.779	0.006*
	Student	245	3.94	0.53		
Test anxiety and the nature of the exam	Teacher	50	4.12	0.45	0.287	0.774
	Student	245	4.10	0.51		
Test anxiety and teacher's role	Teacher	50	4.08	0.56	0.736	0.462
	Student	245	4.01	0.59		
Total degree	Teacher	50	4.07	0.34	3.321	0.001*
	Student	245	3.89	0.33		

*. The mean difference is significant at the 0.05 level.

Table (12)

Independent two sample t test result of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of Gender

Domain	Gender	N	Mean	S. D	t	Sig.*
Test Anxiety and Academic achievement	Male	136	3.84	0.50	-0.609	0.543
	Female	159	3.87	0.45		
Test anxiety and motivation	Male	136	3.68	0.58	0.574	0.566
	Female	159	3.65	0.50		
Test anxiety and family and social pressure	Male	136	3.89	0.53	-2.449	0.015*
	Female	159	4.04	0.49		
Test anxiety and the nature of the exam	Male	136	4.05	0.51	-1.425	0.155
	Female	159	4.14	0.49		
Test anxiety and teacher's role	Male	136	3.94	0.62	-2.097	0.037*
	Female	159	4.09	0.54		
Total degree	Male	136	3.88	0.34	-1.863	0.062
	Female	159	3.96	0.33		

*. The mean difference is significant at the 0.05 level.

Table (13)

Frequencies, Means and Standards Deviations of the perceptions of teachers' and students towards test anxiety among Tawjihhi students in public and private schools in Nablus city attributed to the variable of branch for the total degree

Branch(Total Degree)	N	Mean	S.D
Scientific	125	3.96	0.31
Literary	122	3.94	0.34
Commercial	8	3.97	0.50
Vocational	40	3.74	0.31
3Total	295	3.92	0.34

Table (14)

Results of One Way ANOVA of the perceptions of teachers' and students towards test anxiety among Tawjihhi students in public and private schools in Nablus city attributed to the variable of branch

<i>Teachers' and students towards test anxiety among Tawjihhi students</i>	Experience	Sum of Squares	df	Mean Square	F	Sig.
Test Anxiety and Academic achievement	Between Groups	1.790	3	0.597	2.644	0.049*
	Within Groups	65.672	291	0.226		
	Total	67.462	294			
Test anxiety and motivation	Between Groups	2.380	3	.793	2.738	0.044*
	Within Groups	84.331	291	.290		
	Total	86.711	294			
Test anxiety and family and social pressure	Between Groups	6.050	3	2.017	8.002	.000*
	Within Groups	73.337	291	0.252		
	Total	79.387	294			
Test anxiety and the nature of the exam	Between Groups	1.545	3	0.515	2.035	0.109
	Within Groups	73.645	291	0.253		
	Total	75.190	294			
Test anxiety and teacher's role	Between Groups	6.466	3	2.155	6.622	0.000*
	Within Groups	94.721	291	0.326		
	Total	101.187	294			
Total	Between Groups	1.569	3	.523	4.603	.004*
	Within Groups	33.072	291	.114		
	Total	34.641	294			

* The mean difference is significant at the 0.05 level.

Table (15)*LSD post hoc for Test Anxiety and Academic achievement*

Levels	Scientific	Literary	Commercial	Vocational
Scientific	_____	-0.02269	-0.39400*	0.11100
Literary	_____	_____	-0.37131*	0.13369
Commercial	_____	_____	_____	0.50500*
Vocational	_____	_____	_____	_____

* The mean difference is significant at the 0.05 level.

Table (16)*LSD post hoc for Test anxiety and motivation*

Levels	Scientific	Literary	Commercial	Vocational
Scientific	_____	-0.16022*	-0.39260*	-0.05760
Literary	_____	_____	0.23238	-0.10262
Commercial	_____	_____	_____	0.33500
Vocational	_____	_____	_____	_____

* The mean difference is significant at the 0.05 level.

Table (17)*LSD post hoc for Test anxiety and family and social pressure*

Levels	Scientific	Literary	Commercial	Vocational
Scientific	_____	-0.00016	0.24000	0.41000*
Literary	_____	_____	0.24016	0.41016*
Commercial	_____	_____	_____	0.17000
Vocational	_____	_____	_____	_____

* The mean difference is significant at the 0.05 level.

Table (18)*LSD post hoc for Test anxiety and teacher's role*

Levels	Scientific	Literary	Commercial	Vocational
Scientific	_____	0.12757	0.22867	0.33026*
Literary	_____	_____	-0.10109	0.33026*
Commercial	_____	_____	_____	0.22917
Vocational	_____	_____	_____	_____

* The mean difference is significant at the 0.05 level.

Table (19)*LSD post hoc for the total degree*

Levels	Scientific	Literary	Commercial	Vocational
Scientific	_____	0.01189	0.00939	0.21773*
Literary	_____	_____	-0.02128	0.20584*
Commercial	_____	_____	_____	0.22712
Vocational	_____	_____	_____	_____

* The mean difference is significant at the 0.05 level.

Table (20)*Independent two sample t test result of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of kind of school*

Domain	School	N	Mean	S. D	t	Sig.*
Test Anxiety and Academic achievement	Governmental	252	3.86	0.47	0.077	0.939
	Private	43	3.85	0.51		
Test anxiety and motivation	Governmental	252	3.66	0.54	-0.399	0.690
	Private	43	3.69	0.56		
Test anxiety and family and social pressure	Governmental	252	3.96	0.52	-0.745	0.457
	Private	43	4.03	0.50		
Test anxiety and the nature of the exam	Governmental	252	4.09	0.52	-0.589	0.556
	Private	43	4.14	0.38		
Test anxiety and teacher's role	Governmental	252	4.02	0.59	-0.268	0.789
	Private	43	4.04	0.53		
Total degree	Governmental	252	3.92	0.34	-0.596	0.552
	Private	43	3.95	0.34		

*. The mean difference is significant at the 0.05 level.

Table (21)

Independent two sample t test result of the perceptions of teachers' and students towards test anxiety among Tawjihi students in public and private schools in Nablus city attributed to the variable of place of residence

Domain	Place	N	Mean	S. D	t	Sig.*
Test Anxiety and Academic achievement	City	144	3.85	0.46	-0.239	0.811
	Village	151	3.86	0.49		
Test anxiety and motivation	City	144	3.68	0.53	0.457	0.648
	Village	151	3.65	0.55		
Test anxiety and family and social pressure	City	144	3.98	0.54	0.262	0.793
	Village	151	3.97	0.50		
Test anxiety and the nature of the exam	City	144	4.11	0.48	0.396	0.692
	Village	151	4.09	0.52		
Test anxiety and teacher's role	City	144	4.02	0.60	0.099	0.921
	Village	151	4.02	0.57		
Total degree	City	144	3.93	0.35	0.308	0.758
	Village	151	3.92	0.33		

*. The mean difference is significant at the 0.05 level.



جامعة النجاح الوطنية
كلية الدراسات العليا

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اللغة الإنجليزية والطلاب في المدارس الحكومية والخاصة في نابلس

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قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة
الإنجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس - فلسطين.

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الملخص

تبحث هذه الدراسة في دور القلق من الامتحان لدى طلاب التوجيهي في نابلس، فلسطين، كما يراه معلمو وطلاب اللغة الإنجليزية في المدارس الحكومية والخاصة. تهدف الدراسة إلى استكشاف مستوى القلق من الاختبار الذي يعاني منه طلاب التوجيهي وتحديد العوامل الديموغرافية المحتملة التي تساهم في هذا القلق. أكمل ما مجموعه 295 مشاركًا، بما في ذلك 50 معلمًا للغة الإنجليزية و245 طالبًا في التوجيهي، استبيانًا مكونًا من 33 عنصرًا. تم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS). تشير النتائج إلى درجة عالية من القلق من الامتحان لدى طلاب التوجيهي في المدارس الحكومية والخاصة، كما يتصورها المعلمون والطلاب في نابلس. تكشف النتائج أيضًا عن اختلافات كبيرة في مستويات القلق من الاختبار بناءً على المتغيرات الديموغرافية. على وجه التحديد، كانت هناك فروق ذات دلالة إحصائية تتعلق بالفصل، لصالح تصورات المعلمين، والفرع لصالح الطلاب في الفرعين العلمي والأدبي. ومع ذلك، لم يتم العثور على فروق ذات دلالة إحصائية على أساس الجنس، نوع المدرسة، أو مكان الإقامة. الآثار المترتبة على هذه النتائج كبيرة. من خلال فهم العوامل التي تسهم في اختبار القلق بين طلاب التوجيهي، يمكن للمعلمين وصانعي السياسات تطوير تدخلات هادفة لدعم الطلاب في إدارة قلقهم وتحسين أدائهم في اختبار التوجيهي. تسلط الدراسة الضوء على حاجة المعلمين لتقديم إرشادات حول التحضير للاختبار واستراتيجيات التعامل مع قلق الاختبار خلال هذه المرحلة التعليمية الحرجة.

بناءً على نتائج الدراسة، تم اقتراح العديد من التوصيات. وتشمل هذه تطوير الاختبارات المناسبة التي تلبي احتياجات واهتمامات طلاب التوجيهي، وتقديم الدعم والتوجيه للطلاب حول كيفية إدارة القلق من الاختبار، وأهمية إجراء مزيد من البحث في هذا المجال. من خلال تنفيذ هذه التوصيات، يمكن للمعلمين وصانعي السياسات خلق بيئة داعمة ومواتية لطلاب التوجيهي، وتمكينهم من التغلب على قلق الاختبار وتحقيق النجاح الأكاديمي.

في الختام، تلقي هذه الرسالة الضوء على دور القلق من الامتحان لدى طلاب التوجيهي في مدينة نابلس بفلسطين، كما يراه معلمو اللغة الإنجليزية والطلاب. تساهم النتائج في فهمنا لقلق الاختبار في هذا السياق وتوفر رؤى قيمة للمعلمين وصانعي السياسات والباحثين. من خلال معالجة القلق من الاختبار بشكل فعال، يمكننا إنشاء نظام تعليمي يرفع رفاة الطلاب ويعزز إنجازاتهم الأكاديمية.

الكلمات المفتاحية: قلق الاختبار؛ التحصيل الدراسي؛ امتحان الثانوية العامة في فلسطين (التوجيهي).