

Understanding the causes, factors, and methods of reducing students' exam anxiety in high school exams

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Article History

Received on 8 October 2021

1st Revision on 29 October 2021

2nd Revision on 9 November 2021

3rd Revision 28 November 2021

Accepted on 17 December 2021

Abstract

Purpose: The purpose of this study was to identify the causes, factors, and methods to reduce students' exam anxiety in high school exams.

Research methodology: In order to conduct this research, from among the students of district one of Rey city and from among 690 seventh grade female students, 100 of them were selected by using a non-random sampling method. The questions in the questionnaire consisted of 21 closed-ended questions and 1 open-ended question.

Results: The findings indicate that several factors are effective in aggravating test anxiety. Losing a privileged academic position in the classroom followed by personality impairment disturbs the student's peace of mind and causes students to become anxious during the exam.

Limitations: In addition to the factors mentioned as the causes of test anxiety, there may be other factors in these fields that can affect such as hereditary factors, weakness of personality, weakness of faith, and other cases that cannot be measured or not mentioned in this study.

Contribution: This study is expected can give a piece of knowledge about the factors that can cause anxiety during exams to students and the method to reduce it.

Keywords: Anxiety, High school, School exams

How to cite: Hafezi, A., and Etemadinia, S. (2022). Understanding the causes, factors, and methods of reducing students' exam anxiety in high school exams. *Journal of Social, Humanity, and Education*, 2(1), 153-165.

1. Introduction

Anxiety is one of the most common neurotic disorders that all human beings experience in different situations. Constructive anxiety is a type of anxiety that leads a person to more regular academic activities and planning, and usually activates and empowers the person to be able to achieve a better result of his study (Gohari, 2013). Many psychologists such as Terman, et. al (2001), have expressed various views on the psychology of anxiety. So what matters is that today's generation is more prone to anxiety. Because technology and modern life surround this generation, each of them seeks a better tomorrow in the midst of a multitude of obstacles. Stress from the family, community, and physical environment also causes anxiety in achieving a better tomorrow. In general, anxiety symptoms can be divided into four groups: cognitive, emotional, behavioral, and physiological. These four elements are not independent of each other, but their function is in harmony with the whole organism. The main function of these symptoms is to generate adaptive responses in hazardous situations (Beck, Blackwell, & Claire, 1985). Freud believes that anxiety is the basis of all neurological disorders. According to Freud, anxiety is a type of anxiety that equips a person to deal with an accident or danger. He summarizes anxiety in three types: 1) objective anxiety, 2) neurotic anxiety, and 3) moral anxiety. Anxiety has different types and degrees, one of which is the anxiety during the exam that students suffer at the time of assessment at the end of the school year or in its evaluation. An exam in the scientific

sense is a kind of evaluation that is done based on certain principles and in its definition can be said that the exam is to determine the amount of changes in certain aspects of student behavior at regular intervals and in order to achieve goals. Educational. Exam anxiety is a common phenomenon that is seen in abundance in educational centers and is highly correlated with the successful or unsuccessful performance of the student. Anxiety and anxiety in the exam hinder the individual's intellectual activities and increase error and mistakes and make students think of solutions in the form of fraud. And teachers should pay special attention to this issue ([Gholami, Motaghedi, & Shakeri, 2016](#)). Man has long tried to express his emotions and feelings with different words and phrases. For this reason, he has used terms such as apprehension, anxiety, and worry in internal conflicts, which in the current language of linguistics is called anxiety. It is anxiety that destroys talents and causes problems with concentration and memory also causes immature behaviors. Consequently, the affected person cannot cope with the existing conditions and environment. Some people in these situations lose control and suffer from physical, behavioral, and cognitive problems, resulting in anxiety in academic performance. It affects them and causes problems for them. It even causes them to fail the exam. Anxiety is a normal and necessary state in human life. But when the intensity of anxiety and worry reaches such a level that it becomes more of a deterrent than a stimulus and overshadows and reduces the person's performance, it is no longer a normal state. Exam anxiety occurs at any age, from elementary to high school.

Although teachers are less likely to think about exam anxiety, students know that exams make them anxious and cause problems. Anxiety is one of the most common neurotic disorders that all people experience in different conditions and also different degrees. One of which is the anxiety during the exam that students suffer during assessments at the end of the school year ([Sahebi et al., 2004](#)). Some students experience severe fear and anxiety during crucial exams (e.g entrance exam, second-round exam) and their heart rate beats, their hands tremble and they sweat that their minds are empty. They read, they feel confused and do not understand the meaning of the question and they feel that they have forgotten everything they had read. Eventually, after putting a lot of pressure on their minds, they leave the question unanswered or write irrelevant and incorrect answers.

Sometimes, people in the environment around the students live is a society that loves to make comparison with one another. Consequently, when somebody does not get high scores or does not achieve something great in academics or other things, she or he will get some critics. Therefore, it can grow a mindset in her or his mind that failure is something that is forbidden and will lead them to not succeed ([Fccca et. al, 2021](#)). Hence, they will think about the importance of their exams and failures, and these thoughts increase anxiety and affect their performance ([Georgian, 2011](#)).

Methods for overcoming exam anxiety in students problem anxiety is a type of anxiety that is accompanied by a great deal of anxiety and worry. It is also followed by mental conflict and the perception that the exam is not successful, obsession with reading such as over-reading, inattention accompanied by sleep and food.

Anxiety is one of the most common neurotic disorders that all human beings experience in different conditions and has different types and degrees, one of which is anxiety during exams that students suffer during assessments at the end of the school year. In the definition of test anxiety, it should be said: it is a kind of mental preoccupation that the student has about the result of the test or in his evaluation. Constructive anxiety is a type of anxiety that drives a person to more regular learning and planning activities and usually activates and empowers the person to achieve a better outcome of their study.

Problem anxiety is a type of anxiety that is accompanied by a great deal of apprehension and anxiety that is accompanied by mental conflict and the perception that the exam is failing, obsession with reading such as over-reading, inattention to sleep and food (Ministry Education, 1394). The problem of fear of the exam usually appears or intensifies as the exam time approaches, so that it may even disturb his physical and mental calm for a while. Obviously, the fear of the exam, if it is reasonable, is not only not bad, but also makes the person try harder and succeed better and more. The reality of exam anxiety is that on the one hand, the exam situation for the students in the class They have evaluated the case. They have been intimidated in the environment and situation more than they already are, so their

presence at the exam session is fraught with anxiety and worry. On the other hand, parents' expectations of incorrect student competitions, students' unsuccessful experiences, and the like cause the person to focus on the above factors in the exam session instead of focusing on them, and more than that. Who thinks about solving exam problems, thinks about answering to parents and compensating for previous unsuccessful experiences, and cannot discipline the result of what he has learned, and becomes anxious and confused. All human beings are more or less anxious throughout life.

Anxiety is necessary for a small amount of life, but too much of it reduces efficiency and in some cases is a disruptive factor in thinking decisions. For example, a student worries about not arriving on time for the exam session. Or a mother's worry about her child not arriving on time is a normal thing. Education shows the most basic cornerstone of the future of society and in a sense, education is like a role on stone, so we begin our research to solve this problem by relying on God. Given that "anxiety" and any pressure can be a disruptive factor in achieving the goals of education and the formation of a balanced personality in students, it is necessary and important to study the factors that create this pressure.

Experience has shown that the effects of test anxiety and stress are present in a large number of test-takers. This means that its occurrence is not a rare phenomenon that affects only a small group of them, but all people who deal with the exam and take part in some kind of exam. They have more or less tasted the stress, anxiety, stress, and panic caused by the exam. Nowadays, it has been proven that familiarity with the methods and secrets of passing the exam has a greater effect on the success of the examiners than learning the course materials. Therefore, test anxiety confuses the memory of previous learning and disrupts the individual's performance. Therefore, the purpose of this study was to identify the causes, factors, and methods to reduce students' exam anxiety in high school exams.

2. Literature review and hypothesis development

Anxiety research has been done by researchers at home and abroad, some of which are mentioned below:

The purpose of [Karshki et al. \(2017\)](#) is to provide a model for test anxiety based on the variables of attribution style and achievement goals. The research is of descriptive-correlation type by structural equation analysis method. The subjects of this study were 259 undergraduate students who were selected through stratified proportional sampling. Data were collected using document-style questionnaires, test anxiety, and achievement goals. Based on the research findings, achievement goals are predictive of test anxiety and mediate between positive attribution biases and test anxiety. The orientation of achievement goals or objectives also had a direct effect on test anxiety. The title is an influential and mediating variable on students' anxiety and, consequently, better student performance.

The study of [Keshavarz et al. \(2016\)](#) was conducted to identify the effect of Gestalt therapy on generalized anxiety and test anxiety in students. This study studied the treatment process of five cases in a clinical research method based on a multi-line design. Therefore, from the statistical population of all students referred to the counseling center of Mohaghegh Ardabili University, five referring students with the criteria of generalized anxiety and test anxiety (based on DSM-5) were studied and during the three stages of pre-test (baseline), then Test and follow-up were evaluated. The first three weeks were considered as the baseline, after 12 weeks of Gestalt therapy (1.5 hours per week), a post-test was performed and three weeks later follow-up assessment was performed. Data were analyzed in a few baseline curves and the results showed a decrease in test anxiety and generalized anxiety scores in four of the five treated students. Accordingly, the results indicate the effectiveness of Gestalt therapy in reducing generalized anxiety and improving test anxiety in students.

The aim of [Salimi et al.'s \(2013\)](#) study was to identify the effect of problem-solving training on exam anxiety of female students in the 88-89 academic year. 459 female students of Payame Noor University, Andimeshk Branch, completed the Exam Anxiety List (Spielberger, 1980). The 50 subjects with the highest test anxiety scores were randomly assigned to the experimental and control groups. Then, the experimental group received Dixon and Glover (1984) five-step problem-solving training in ten sessions (two sessions per week). The results of the analysis of covariance showed that the training

program reduces the level of test anxiety in the experimental group. Four months later, before the second-semester exams, the exam anxiety of both groups was re-evaluated. The results of four-month follow-up showed that the effectiveness of the educational method was stable.

The purpose of evangelism research [Besharat \(2004\)](#); Investigating the relationship between parental perfectionism and students' test anxiety. One hundred and twenty-two students (327 girls and 205 boys) of the third theoretical class of humanities with the completion of the exam anxiety scale and 386 of their parents (212 mothers and 174 fathers) with the completion of the positive and negative perfectionism scale, in this study They participated. The results showed that there is a negative correlation between positive and negative perfectionism in this study and a negative correlation between parents' negative perfectionism and children's anxiety. Positive parental perfectionism justifies the reduction of students' test anxiety through realistic expectations and in accordance with the possibilities and limitations of children, strengthening children's self-esteem and positive parent-child interaction style. Negative parental perfectionism, on the other hand, is associated with increased test anxiety through unrealistic expectations, often beyond the possibilities and abilities of children, underestimated self-esteem, and conflicting parent-child interaction styles.

The aim of [Ghamari, Alizadeh, & Mojarad \(2018\)](#) study was to determine the effectiveness of cognitive-behavioral intervention in reducing students' test anxiety. For this purpose, 342 students were selected from the students of Abhar Islamic Azad University by cluster sampling method and Sarason exam anxiety questionnaire was administered to them. Then, among the students with high anxiety scores, 40 were randomly selected and half of them were randomly assigned to the experimental group and the other half to the control group. The pre-test was taken from both groups and then the subjects in the experimental group were exposed to 10 sessions of cognitive-behavioral intervention. At the end of the treatment sessions, a post-test was taken from the subjects of both groups and the data were analyzed using descriptive statistics and t-test. The results showed that 24% of students had test anxiety and the mean of test anxiety in girls was more than boys. The cognitive-behavioral intervention was effective in reducing students' test anxiety.

The study was conducted by [Haghshenas, Bahredar, & Rahman-setayesh \(2009\)](#) with the aim of testing the effect of cognitive-behavioral methods in the form of group training on reducing test anxiety in pre-university adolescents in Fasa (Fars province). And girls separately (15 people in each group) participated in 10 sessions of group therapy with cognitive-behavioral methods. Interventional methods included training in muscle relaxation training and cognitive therapy for coping with stress. Comparison of pre-test and two post-test findings showed a reduction in anxiety of up to one-third of the initial rate, which changed up to two months after cessation. The method was still stable. This effect was more on girls than boys. Group therapy has a significant effect on increasing participants' self-confidence scores. Cognitive-behavioral group therapy methods can be effective in reducing pre-university students' test anxiety.

In his study of the role of cognitive factors in the development of anxiety, Wayne concluded that children with test anxiety were largely associated with negative thoughts and pessimistic assessments of the test and that it might alter student documents. As well as change their self-concept and negative behavior. Exam anxiety is due to inappropriate and inefficient study habits. Nevertheless, people with high test anxiety report difficulty concentrating and actually have little study in the final stages near the test ([Pope, 2007](#)).

3. Research methodology

The present study is applied in terms of purpose and is among the descriptive-survey research that is based on determining the relationship between variables. Since the present study seeks to identify the causes and factors and methods to reduce students' anxiety in the high school exam, it is descriptive in nature. In this research, a survey method was used to collect data, and because the results of the research can be secondary to reduce test anxiety in education, so it is among the applied research based on the purpose.

Data collection tool

One of the data collection tools in this research is the library method. In order to study the research literature, Latin and Persian scientific articles, books, and journals, valid master's and doctoral dissertations have been used in websites and libraries, online journals, and available information sources. A questionnaire is a common tool in research and a direct method of data collection. Therefore, another tool that was used to collect information related to the test of research hypotheses is a researcher-made questionnaire. The questionnaire is a very structured technique for collecting data, in which the same set of questions is asked from each answer. First, information about the variables of the questionnaire was collected from books, articles, and published dissertations, and the initial design of the questionnaire questions was provided to the expert professor. The questionnaire used in the present study consists of several parts, the first part is the characteristics of the respondent and includes the age, gender, and educational level of the respondent. The second part consists of 21 closed-ended questions and 1 open-ended question, these questions are related to test anxiety, which is based on research questions. The last part is an open answer box where everyone is free to write whatever they want about the topic. In this study, a five-point Likert scale was used to determine the range of responses. Which has 5 options: very high, high, medium, low, and very low, which receive a score of 5 to 1, respectively.

Validity and reliability of the questionnaire

The validity of the questionnaire was evaluated from two aspects (formal and content). In the present study, we tried to make the variables and questions of the tool completely understandable and proven; Therefore, by accurately defining the items, measurement criteria, and measurement scale, the validity of the selected content was determined. The face validity of the instrument was then assessed; For this purpose, a questionnaire was provided to professors and experts in the field of psychology, teachers, and senior educators of the Education Organization; After seeing each person, the comments received were reviewed separately and the necessary measures were taken to improve the content; Also, the definitions of some items and some of the texts were revised, and in general, based on this, the formal validity of the data collection tool was confirmed. There are several methods for measuring the reliability coefficient, one of which is the Cronbach's alpha coefficient test. Cronbach's alpha is used to test questionnaires that are in the form of Likert scale with multiple choice answers. This coefficient can be different in different situations. In this study, first, the questionnaire was performed experimentally on a population of 30 people. / 0 and the number of questions decreased from 30 to 22.

4. Results and discussions

Due to the nature of the questions in the present study, different statistical tests have been used. After collecting the questionnaires, the data were coded and then entered into SPSS25 software. Descriptive statistics were used to analyze the data, which were fully explained below. Since the Likert scale was used to determine the range of answers in the questionnaire, so to convert qualitative data into quantitative, the options of each question were scored and numbered in the following order.

Findings

According to the subject and objectives of the research, the data obtained from the measurement tool have been analyzed using descriptive statistics. In the first part, using the tables of the studied sample in terms of demographic characteristics, the data obtained from the research tool are described using frequency distribution statistics.

Table 1. Demographic characteristics

Responsive group	Very little		Low		Much		Very much		Total	
	Perce nt (%)	Freque ncy (f)	Perce nt	Freq uenc y	Perce nt	Freque ncy	Perce nt	Freque ncy	Perce nt	Frequ ency
To what extent do you worry and fear the exam if you have not studied?	2	2	11	11	16	16	71	71	100	100

To what extent do you still forget and worry about the exam after reading it correctly?	30	30	31	31	25	25	14	14	100	100
How much worry and anxiety do you get after studying a lot?	32	32	31	31	19	19	18	18	100	100
How much do your parents expect you to score high on the exam and why are you worried about the exam?	7	7	14	14	16	16	63	63	100	100
To what extent do you think that if you get a low grade, your parents' interest in you will decrease?	19	19	20	20	18	18	43	43	100	100
To what extent are you afraid of getting a low score on the exam and being punished by your parents?	34	34	15	15	26	26	25	25	100	100
How much do you want your exam score to be higher than your other friends and why are you worried about that?	7	7	15	15	20	20	58	58	100	100
When you take an exam, how worried are you if you think your friends will score higher than you?	17	17	18	18	22	22	43	43	100	100
How much do you think you will be ridiculed if your score is lower than your friends?'	18	18	16	16	18	18	48	48	100	100
How scared are you of being renewed or rejected and why do you worry about taking an exam?	8	8	8	8	10	10	74	74	100	100
How anxious are you to be in the same class next year and be ridiculed by students?	7	7	2	2	9	9	82	82	100	100
How anxious are you to not be able to play and have fun in the summer because of renewal?	17	17	13	13	22	22	48	48	100	100
To what extent does caring good manners in a meeting reduce your anxiety?	12	12	23	23	19	19	46	46	100	100

To what extent do the caregivers' immorality in the exam session make you anxious and worried?	19	19	19	19	19	19	43	43	100	100
How much would you like your teacher to take care of you?	11	11	7	7	12	12	70	70	100	100
How difficult are the exam questions for you?	18	18	16	16	18	18	48	48	100	100
How boring are the many exam questions?	18	18	37	37	22	22	23	23	100	100
How much do you worry about not having enough time to answer all the questions?	8	8	6	6	16	16	70	70	100	100
To what extent do the class and weekly exams prepare you for the main and final exam?	10	10	9	9	17	17	64	64	100	100
How much does regular and frequent classroom exams reduce your fears and anxieties about the main exam?	24	24	22	22	26	26	28	28	100	100
To what extent does the midterm exam prepare you for the main and final exam?	7	7	11	11	30	30	52	52	100	100

1. Does studying well and being prepared for exams reduce anxiety?

Table 2. Questionnaire questions related to question 1 and frequency

Question description Questionnaire related to the above question	very little	Low	Much	very much	Result	
					Percentage	option
1. To what extent does the lack of scientific preparation worry you for the exam?	2	11	16	71	71	very much
2. To what extent do you still forget and worry about the exam after reading it correctly?	30	31	25	14	31	Low
3. How much do you get worried and anxious after studying a lot?	32	31	19	18	32	very little

From this table, we conclude that one of the most important factors in students' anxiety is their unpreparedness for the exam due to not studying. So if they study well, they will be less anxious.

2. Do parents' excessive expectations cause pre-test anxiety?

Table 3. Questionnaire questions related to question 2 and frequency

Question description Questionnaire related to the above question	very little	Low	Much	very much	Result	
					Percentage	option
1. How much do your parents expect you to get a high score on the exam and why are you worried about the exam?	7	14	16	63	63	very much
2. To what extent do you think that if you get a low grade, your parents' interest in you will decrease?	19	20	18	43	43	Low
3. How much were you afraid to get a low score in the exam and be punished by your parents?	34	15	26	25	34	very little

From this table, we conclude that parents' excessive expectations towards students' abilities and fear of losing their interest in their children is one of the important factors and students' anxiety and worry during the exam. However, the issue of punishment cannot be ignored because 51% of students also consider this factor as their anxiety.

3. Does earning a high-grade point average to compete with others increase anxiety?

Table 4. Questionnaire questions related to question 3 and frequency

Question description Questionnaire related to the above question	very little	Low	Much	very much	Result	
					Percentage	option
1. How much do you want your exam score to be higher than other friends and you are worried about this?	7	15	20	58	58	very much
2. During the exam, if you think your friends' score will be higher than yours, how worried are you?	17	18	22	43	43	Low
3. To what extent do you think that if your score is lower than your friends, you will be ridiculed and worried about it?	18	16	18	48	48	very little

From this table, it can be concluded that most students become anxious and worried during the exam due to intense competition with their friends

4. Is the fear of renewal or rejection effective in increasing test anxiety?

Table 5. Questionnaire questions related to question 4 and frequency

Question description Questionnaire related to the above question	very little	Low	Much	very much	Result	
					Percentage	option
1. How much are you afraid of renewal or rejection and why do you worry about it during the exam?	8	8	10	74	74	very much
2. How much do you get anxious about being in the same class next year and being ridiculed by students?	7	2	9	82	82	Low
3. How much do you get anxious about not being able to play and have fun in the summer due to renewal?	17	13	22	48	48	very little

According to the table above, most students become anxious due to fear of renewal or rejection, lack of progress, and fear of being deprived of summer vacations and traveling and having fun during exams.

5. Is the restless atmosphere of the exam area and the well-being of the caregivers effective in reducing anxiety?

Table 6. Questionnaire questions related to question 5 and frequency

Question description Questionnaire related to the above question	very little	Low	Much	very much	Result	
					Percentage	option
1. To what extent do you worry and fear the exam if you have not studied?	12	23	19	46	46	very much
2. To what extent do you still forget and worry about the exam after reading it correctly?	19	19	19	43	43	Low
3. How much do you get worried and anxious after studying a lot?	11	7	12	70	70	very little

According to the table above, most students consider the intimacy, compassion, and morality of caregivers to be effective in reducing anxiety.

6. Does the proportion of the type and number of questions to the students' mental capacity and the amount of time given to them reduce anxiety?

Table 7. Questionnaire questions related to question 6 and frequency

Question description Questionnaire related to the above question	very little	Low	Much	very much	Result	
					Percentage	option
1. How difficult are the questions that make you worried?	9	14	24	53	53	very much
2. How many exam questions make you tired and upset?	18	37	22	23	37	Low
3. How much do you worry about not having enough time to answer all the questions?	8	6	16	70	70	very little

According to the table above, most students consider the proportion between the type and number of questions with mental capacity and sufficient test time to reduce anxiety, and the large number of questions does not have much effect on anxiety, provided that the content of the questions is considered in the final questions and validity.

7. Does continuous evaluation reduce test anxiety?

Table 8. Questionnaire questions related to question 7 and frequency

Question description Questionnaire related to the above question	very little	Low	Much	very much	Result	
					Percentage	option
1. To what extent do the weekly and weekly exams prepare you for the main and final exams?	10	9	17	64	64	very much
2. To what extent does the continuous and frequent classroom exam reduce the fear and anxiety of the exam?	24	22	26	28	28	Low
3. To what extent does the mid-term exam prepare you for the main and final exams?	7	11	30	52	52	very little

According to the table above, it can be concluded that continuous and continuous evaluation reduces test anxiety.

5. Conclusion

The purpose of this study was to identify the causes, factors, and methods of reducing students' anxiety in high school exams. According to the research findings and using data analysis, the results indicate that several factors are effective in exacerbating test anxiety. The level of mastery of the lesson is one of the effective factors in increasing or decreasing the test anxiety because the more a person has mental

and psychological preparation for the test by mastering the subject, the less anxiety he will have. A score of 18 or higher by students or first-graders can be a factor in causing pre-test anxiety. Because the student is constantly afraid that he will not be able to meet the demands of the parents and will be blamed, in fact, the level of expectation of families or educators when it is not commensurate with the real power of children and individual differences are not considered is definite anxiety. . Close competition between students can be a contributing factor to pre-test anxiety. The thought of losing a privileged academic position in the classroom, followed by impaired personality, disturbs the student's peace of mind, causing students to become anxious during the exam. Also, sometimes parents or educators make renewal or rejection a dangerous thing and create fear and panic in the student's mind, which causes the student to be anxious. Any threat or intimidation during the exam disturbs the child's peace of mind and causes them to become anxious during the exam. Another important factor that can reduce students' anxiety during and before the exam is their knowledge of the exam method. Be a teacher. Entering the exam session is daunting for him, so the teacher before a few sessions of teaching method, oral question method and written test and how to evaluate and the degree of involvement of the results of these questions in the main exams of the two semesters should determine clearly for students and with continuous evaluation Provide student peace of mind on the exam. It is important for students to be familiar with how the teacher or teachers ask questions. For example, if students a few days before attending will be very effective in reducing their anxiety. When students come to the exam session fully prepared, they hope to leave the session with a good grade. But if they are faced with very difficult questions at this time that do not match their mental capacity, they will become anxious. And they leave the meeting in frustration and unhappiness, and if this is repeated, the students gradually lose their self-confidence and always fail in every exam and think of making fun of others. On the other hand, if the teacher raises the questions according to the mental capacity of the students, the spirit of self-confidence and hope is revived in them, and they continue their study activities with interest. Learning a prayer or a short chapter from the Qur'an will help reduce students' anxiety.

Usually, any research has obstacles, problems, and limitations, because a thorough and comprehensive study of each subject requires sufficient time and all the conditions are available, but this does not mean that the results of that research cannot be Used; Therefore, familiarizing the audience with the limitations of research is one of the requirements of research. This study, like other studies, has limitations that inevitably affect the generalizability of its results, which include the following: 1. In addition to the factors mentioned as the causes of test anxiety, there may be other factors in These fields that are effective. Such as hereditary factors, weakness of personality, weakness of faith, and other cases that cannot be measured or not mentioned in this study. 2. Students may not express their true opinion in answering the questions of the questionnaire for various reasons. Lack of sufficient resources in the library of the center. 4. Existence of administrative mazes and lack of a suitable platform for research. 5. Lack of cooperation of the officials of some public libraries in lending books. Limited statistics have been used. 7. Passing two units of research methods that were a prerequisite for this project could not help us as much as it should.

In order to increase the attention to students' exam anxiety in education and the development of research literature, suggestions are presented in three sections. According to the results of research and testing of hypotheses, these suggestions are categorized in the form of practical suggestions and suggestions for researchers.

A. It is recommended to the respected officials of schools:

1. In the meetings of the teachers' council, the causes of anxiety in students should be examined and solutions should be provided to reduce it.
2. Encourage teachers to read psychology books by holding various competitions at the school, regional, and provincial levels.
3. Provide suitable physical conditions (proper lighting, sufficient space, tranquility of the environment, etc.) and mental conditions (appropriate treatment, etc.) during the exam.
4. When entering the exam session, caregivers should be kind and open-minded, and if the students had any questions, even if the answer is no, they should answer with a kind face.

B. It is recommended to respected school teachers:

1. Teachers should match their level of expectations with the abilities and talents of students.
2. Teachers should provide a favorable and calm environment for students in the exam session to relieve students' stress and reduce their anxiety.
3. Teachers, by teaching the correct study techniques, help the students to participate in the exam with more readiness so that they do not forget the content and achieve more success in the exam and increase their academic performance.
4. Teachers should refrain from comparing students to other peers and classmates separately, to avoid creating feelings of inferiority and anxiety.
5. Teachers should determine their expectations of students, goals, grading, type of question (test or descriptive), and the effect of continuous exams in the final exam so that students can study properly according to that planning and also with get to know your strengths and weaknesses.
6. Excessive emphasis on the value of high grades and making the value of the student subject to academic results (for example, the student is told, you are a good girl or boy because you are twenty or vice versa) will increase anxiety and decrease his value.

C. Dear parents of students, it is suggested:

1. Align their expectations with their child's interests and talents.
2. Do not ignore the individual differences and mental, psychological, and physical characteristics of their children and avoid unnecessary comparisons of children with each other.
3. To create individual and group competitions only in fair conditions, taking into account individual differences and providing an intimate and healthy environment.
4. Parents should know the strengths and talents of their children and approve and strengthen them.
5. Punishing a child for getting a low grade will not only lower his self-confidence and academic self-esteem but also create a negative mental background towards his education and cause the student to become anxious. Therefore, they should avoid punishing their children, especially bad ones, because of their educational problems.

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