

The Impact of Anxiety on Students Learning Speaking Skill in Iraqi University

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Abstract--- Anxiety is a painful mental discomfort, and one of its important features is fear and discomfort that has no way to escape, and anxiety is caused by these factors, but it has certain differences from it.

Anxiety is the result of imagination. This research investigates the effect of anxiety on the learning of speaking skills of students in the Iraqi University and shows that in general, people do not like their behavior to be tested, that's why they get anxiety in the testing situation. One of the factors Failing the exam is the fear of the students not being familiar with the conditions, the way of conducting the exam, and another factor is the strictness of the teachers. Also, the presence of an unknown teacher causes fear and also the explanations of some parents can have a direct relationship with anxiety. The purpose of this research is to investigate the causes of this anxiety on the test taker. Stress, pressure and fear of the exam cause anxiety in the familiarity of students.

Exam anxiety is a type of ground occupation that is characterized by self-awareness. This stress makes students unable to use their potential abilities.

Since anxiety is a psychological and internal issue for students in society and everyone in society deals with it, it is a social issue. Anxiety affects the spirit and soul of students and lowers work efficiency. Exam anxiety with Students' success interferes, therefore, exam anxiety enters students' lives as an important consequence of exam stress.

Keywords--- Anxiety, Speaking Skill, Fear, Test, Learning, Students.

I. Introduction

Humans have been trying to express their moods and emotions with different words since long ago. For this purpose, during internal conflicts, he has used terms such as apprehension, worry, anxiety, which are called anxiety in the current language of linguistics. It is anxiety that destroys talents. It causes problems in concentration and memory and causes immature behaviors. And the affected person cannot face and cope with the existing conditions and the environment. Some people lose their control in these situations and suffer from physical, behavioral and cognitive problems, and as a result, anxiety in academic performance. It affects them and creates problems for them. It even causes them to fail in the exam. Anxiety is a normal and necessary condition in human life. But when the intensity of anxiety and worry reaches such a level that it becomes more inhibiting than stimulating and overshadows and reduces the performance of the individual, it is no longer a normal state.

Social anxiety or social phobia, while creating a kind of isolation and distance, includes a person's concern about the type of look and opinion of others about saying something or doing something that is embarrassing, and this issue is often accompanied by physical symptoms, such as: blushing, accompanied by sweating or shaking (Wildo et al., 2008). Young people with social anxiety generally have poor social relationships and less ability to adapt than their peers and face more problems in facing the expectations of adulthood (Garcialopez et al., 2005). This disorder is associated with a significant reduction in quality of life (Alfano & Biddle, 2011; Farmark, 2002). Epidemiological studies show that social anxiety disorder is one of the most common social disorders (Moitray et al., 2008). The prevalence of social anxiety in the general population during the lifetime ranges from 2.4 to 16% (Ekarturk et al., 2009).

Research has shown that gender differences in the prevalence of social phobia are more indicative of the fact that social anxiety is more common among women (Stein et al., 2004). Ekarturk et al. (2009) reported that for women, lifetime prevalence is 15.5% and for men lifetime prevalence is 11.1%. Despite the consequences of this disorder and its prevalence in the society, usually the sufferers of this disorder are not treated properly (Sadock and Sadock, 2016) and this has attracted the attention of public health experts (Kimbrell, 2008).

Another issue that complicates the discussion of social anxiety is that despite the helplessness and trauma associated with this disorder, it is unlikely that sufferers will seek treatment. In the "Early Developmental Stages of Psychopathology" (EDPS) study, only 19% of people with social anxiety and in the "National Comorbidity Ranking (NCS) study, only 2.5% of people with social anxiety during their lifetime sought help. (Heimberg and Baker, 2002). The mentioned cases highlight the importance of paying attention to non-clinical samples and students with social anxiety in the community who do not seek treatment.

It seems that students with social anxiety, because they do not have the necessary skills to deal with unpleasant environmental events, their social anxiety intensifies (Starsevich, 2005).

Considering the contribution of environmental factors along with genetic factors in the formation of social anxiety, according to the stress vulnerability model (with the inclusion of life skills modulating factors in correcting cognitive distortions (Barlow and Hoffman, 2002; Rapi and Spence, 2004; Clarke and Wells, 2005; Roth, 2004; Hoffman, 2007) can empower students with social anxiety to deal more effectively with an unpleasant environment.

On the other hand, psychological pressure is one of the effective factors in the formation of disorders. All disorders are related to stress in some way (Jones and Johnson 1997). Stress occurs when demands are placed on a person that exceed their adaptive resources (Kaplan, 1996). Methods of coping with stress by theorists as efforts to increase the fit between the person and the environment or It is defined as efforts to manage events that are perceived as stressful. (Holbeck, 1997).

According to the interactive model of stress, coping efforts help a person to modify behavior or reduce negative emotions. Coping efforts include problem-oriented coping methods, emotion-oriented coping methods, and avoidance-oriented coping methods in stressful situations. The problem-oriented coping method is a method used to change or manage stressful situations, and the emotion-oriented coping method is a method used to control emotional reactions related to the stressful factor. The avoidant coping method consists of avoiding (objective avoidance) the stressful factor and denying (mental avoidance) the stressful factor (Clever, 1998).

Among the important factors that lead to the use of inappropriate methods in a stressful situation, researchers consider the high level of exposure to stressful events and the limitation of support resources in dealing with stress, and this is observed in families exposed to more damage (Andler and Park 1996 and Rezaei et al., 1388). Because children and adolescents from vulnerable families do not receive appropriate messages to deal with stressful situations, they have little sense of security and safety in stressful situations and show less self-efficacy in dealing with stress, and their way of dealing with stress is more emotion-focused takes place (Lazarus and Fleckman 1984).

According to Ricksage's theory (cited by Azmoradi, 2012), the life skills training program includes group discussions that provide a suitable opportunity to acquire communication skills and interact with others, and in fact, the cooperation of the participants with each other increases their ability in interpersonal behaviors and effectiveness. It becomes a part of more teachings. Based on this, life skills increase a person's adaptation to the environment and its challenges, and make a person deal effectively with the family, occupational, academic and social environment. (Najat, 2015).

In this regard, by paying attention to the teachings of the religion of Islam, trying to establish useful and effective communication with others, self-knowledge and paying attention to values, which is one of the basic chapters of teaching life skills, many times in the Qur'an, Nahj al-Balagha, Safiha Sajjadiyyah and hadiths transmitted by other innocents. (A) has been emphasized (Tarmian, 1378).

It seems that one of the effective and efficient methods among therapeutic approaches to reduce psychological problems and increase the use of effective coping methods with challenging situations that contribute to social anxiety and other mental disorders is the method of teaching life skills (Benn, 1980; Tinto, 1993; Boutin and Griffin, 2004; World Health Organization, 2017; Aghajani, 2011; Nejat, 2015; Twittel, 2006; Beadle et al., 2010).

According to Butin and Kantor (2007), life skills include the skills of "individual self-monitoring", "the ability to make decisions and "problem solving", awareness of social influences and resistance to them, dealing with anxiety and depression, anger and failure, setting goals. "self-leadership" and "self-enhancement". Also, life skills include effective social communication, verbal and non-verbal self-expression skills, self-respect and increasing social competence of adolescents.

The researches of Chen (2006), Moore et al. (1995) and Mott et al. (1999) indicate that teaching life skills empowers students with behavioral problems.

Ashrafi and Manjezi (2012) showed that teaching communication skills and life skills improves physical and mental health and reduces environmental pressures of teenagers. Researches of Amiri Barmkofi, 2018; Refahi, 2017; Moradi and Kalantari, 1385 and Khanjani et al., 1389 have shown the effectiveness of life skills training on the target groups.

Vulnerable groups that are in the form of support institutions struggle with emotional and social problems (Rezaei et al., 2018). On the other hand, according to the conditions of its growth and development, every society faces a variety of problems that threaten vulnerable groups, for which health promotion programs should be considered. Therefore, identifying the mental injuries of these groups and helping to identify efficient methods that increase the ability to deal with problems in these students can help the health of these groups and ultimately the health of society.

Statement of the Problem

English language students in Iraqi universities experience a high level of anxiety when learning English as a foreign language and this creates potential problems for them (Oda 2013). After McIntyre and Doyle. (2014) Fear as an acquired anxiety, affect production. Therefore, input, processing and output processes are strongly influenced by

fear. In short, fear can negatively affect the entire process of learning English conversational skills. Therefore, the issue of English language students' anxiety and the factors that help students overcome this issue need to be carefully investigated.

Furthermore, the relationship between anxiety levels and gender is a controversial issue that occurs in different settings (Aslan, 2009; Shi et al., 2006). To the best of our knowledge, Keong & Jowad (2015) is the only study that currently examines this issue for language learners in an Iraqi university.

II. Research Objectives and Questions

The purpose of this study is to investigate the fear of foreign language learning speaking skill to students in Iraqi university such as Al-qasim green university, college of science. the aim is to investigate the factors of anxiety that contribute to foreign language learning speaking skill to EFL students at Iraqi university and to identify gender differences in anxiety levels.

In the meantime, teenagers need special attention due to passing through a sensitive developmental stage; Especially if they are among the vulnerable groups dependent on support organizations such as welfare, you pay double attention.

Therefore, knowing the effect of the life skills training program on the reduction of mental injuries and the use of appropriate methods of dealing with stress in teenagers covered by the welfare organization has increased our ability to help them in providing more appropriate social services and increase their self-care. Gives. Considering the above and mentioning that so far few studies have been conducted in relation to life skills training on social anxiety symptoms and ways to cope with stress in adolescents from families covered by the welfare organization, it seems necessary to conduct such a study. According to the mentioned cases, the purpose of the present research is to determine the effectiveness of life skills training on the level of social anxiety and methods of dealing with stress among teenagers of families covered by the welfare organization. For this reason, the hypotheses of the research are stated as follows:

1. Life skill training reduces the level of social anxiety in the training group compared to the control group in the post-test phase.
2. Life skill training increases the amount of problematic coping methods compared to the control group in the post-test phase.
3. Life skills training reduces the amount of emotional coping compared to the control group in the post-test phase.
4. Life skill training reduces the amount of avoidant coping style compared to the control group in the post-test stage.

Human learning and the factors affecting it is a significant issue. Today, it has been proven that familiarity with the method and secrets of passing the exam has a greater impact on the success of the examinees than learning the course material. In other words, in today's world, the examinee prepares by learning the material. His lessons and cleverness are not enough to achieve success, but his personal psychological preparation has a great and undeniable value that should not be overlooked.

Anxiety is one of the factors affecting learning and is a mental phenomenon it is a knowledge that almost everyone is familiar with or that you have experienced in situations during your life. One of the anxiety that is most manifested in educational environments among students is exam anxiety. It is a problem that everyone has experienced in their lifetime. There are few people who have not faced this issue of exam anxiety, which in fact, all students who deal with exams have tasted it more or less.

III. Review of Literature

Today, despite deep cultural changes and changes in lifestyles, they lack the necessary and basic abilities, and this has only made them vulnerable in the face of problems and problems of daily life. Many studies have shown that many health problems and mental differences, emotional have psychosocial roots.

The purpose of writing this research and choosing its topic is a discussion that is of more interest among psychology topics than other topics and neglecting it causes mental illnesses and is more useful for students and considering the profession that is in We decided that knowing some of these points is effective in dealing with and solving students' problems.

Familiarity with the causes of anxiety will help us in investigating these causes and treating them as best as possible.

3.1. Aims of Research

The main goal of this research:

1. Examining the causes of anxiety in students
2. Ways to reduce exam anxiety in students
3. The teacher's role in reducing exam anxiety

4. The type of attitude of the family towards their child's ability has an effect on the level of anxiety.

3.2. Research Questions

1. Do parents play a role in creating exam anxiety students?
2. Name the ways to prevent exam anxiety?
3. What factors cause exam anxiety in students?

IV. Method

The purpose of the research was the impact on the speaking skills of students at Al-Qasim green University in Iraq. The research was quasi-experimental and the statistical population included some students of Al-Qasim green University in Iraq. 30 students participated experimentally in the method of teaching and direct examination and 25 students participated in the integrated situational program.

The participants of the present study were Iraqi students at Al-qasim green university, college of science during 2021-2022 academic year. Fifty-five students (25 males and 30 females) ranging between 18 to 23 years were involved in this study. Students who had already achieved this process or cooperated with the researcher on the program were excluded. From the classes in which the mentioned interdisciplinary course is presented, two classes were randomly selected to implement direct and situational education programs. In order to determine the level of progress and negative impact in the groups, a question bank was prepared and a question was randomly selected from each section and a group was selected at each stage of the test and post-test. The exam was measured by asking students' academic motivation using the shortened form of McNerney and Sinclair's standard academic questionnaire. Data analysis was done using the Mann-Whitney statistical test. The results have shown that compared to the direct teaching method, a combined situation has increased academic achievement, increased academic motivation and decreased exam grades.

Basically, every exam has its own excitement and anxiety. All human art is to handle the biggest exams with minimal anxiety. In general, a person does not like his behavior to be evaluated by others. For this reason, whenever he is in a test situation, he gets anxious, of course, it is obvious that the existence of anxiety in itself is not unusual, but What should be considered as an annoying and inhibiting factor is the extreme excitement and anxiety that affects some people while attending social circles or participating in various tests. Therefore, one of the important missions of educators is to pay attention to the Anxiety and taking the necessary measures to reduce it is common among teenagers. Exam anxiety can be a physical and mental state, the symptoms of which are: sweating, paleness, shortness of breath, etc.

According to the definitions of anxiety, this state can be considered related to the future and lacking an objective and personal factor, while at the same time, 3 main aspects can be identified in it:

- 1- Physiological aspect
- 2- Movement aspect
- 3- Psychological cognitive aspect

In general, the anxiety of the exam causes a person to have emotional and psychological disorders and causes the person to become mentally and even physically unbalanced, and as a result, he cannot handle the exam well. A person who is anxious cannot well show what he has learned through the exam, and because the teacher's judgment about learning is based on the person's answer to the exam questions, therefore, the student with anxiety will not get the quorum score to pass, therefore, according to the importance of the subject of the question What is being discussed is what factors are effective in the emergence of exam anxiety students?

4.1. Definition of Exam Anxiety

Exam anxiety is a type of mental preoccupation that is characterized by a person's weak self-concept and self-doubt about his abilities, and is often associated with negative cognition, lack of concentration, and unfavorable physical reactions and academic failure, in other words, when a person thinks about His efficiency and mental ability in the exam situation is worried and anxious, so that this feeling causes a decrease in his actual performance, we say he has exam anxiety.

The role of anxiety in reducing a person's ability:

This question is raised, why does anxiety reduce a person's ability?

Researchers and researchers have proposed several factors in this field. Some believe that when the level of anxiety is high (a person's attention) is directed both to the variables related to himself and to the variables related to the exam, which causes him to worry. During the exam, and as a result, the exam score is low. But if the level of exam anxiety is low, the person's attention is more focused on the variables of the exam and he can handle the exam better.

Other researchers have emphasized on factors such as the lack of study skills: that is, because a person does not know how and in what way to study, he does not understand the material well, and as a result, he becomes anxious during the exam.

The collection of these researches shows that simply determining the general level of anxiety in evaluation or exam situations is not enough and it is necessary to determine the specific factors of anxiety that play the main role in this.

V. Results

Testing generally is an evaluation tool and it is a set of questions that students must answer orally or in writing or activities that must be done practically so that the teacher can get to know his students more precisely by examining them and help them if necessary. Doing this may require students to define the meaning of a word or solve a math problem.

These questions may be done, so that all activities (practical and non-practical) are called questions. The answers to the questions are noted down and analyzed according to the rules, then it is quantified and the status It enlightens the student's education with a few criteria.

And since every exam and examinee has its own excitement and anxiety, all human art is to be able to handle the biggest exams with minimal anxiety. It can be considered as an annoying and inhibiting factor, it is the extreme excitement or anxiety that affects some students while appearing in various tests.

Severe anxiety affects the endocrine and exocrine glands, and by affecting the human mind, it provides the basis for fleeting forgetfulness. For this reason, in many cases, the results of the tests conducted on students who experience severe anxiety are able to express their knowledge. They are not in the exam. In the meantime, shy and shy students are more anxious than others in exam conditions.

The number of students in the experimental group was 30 students (20 males and 10 females) and the average age in this group was 19.02 (standard deviation 0.45) and the number of people in the control group was 25 students (10 males and 15 females). This group was 22.19 (standard deviation 0.32).

Table 1: Average and Standard Deviation of the Research Variables in the Experimental and Control Groups in the Post-test before Controlling the Pre-test Scores

Variable group	Examination Group		The witness group	
	Average	The standard deviation	Average	The standard deviation
Social anxiety	20/22	02-Aug	27/25	Feb-34
Problem-oriented coping method	21/23	Jan-65	24/26	01-Jun
Emotional coping style	18-Feb	Mar-52	20/27	Feb-30
Avoidant coping style	19-Jul	2/99	21/25	Jan-17

As can be seen from table (1), the average and standard deviation of social anxiety of each of the groups, respectively, experimental group 22.19 and 3.08, control group 18.20 and 2.08 and in the variable of coping style, the mean and The standard deviation of the experimental group was 20.06 and 3/52, respectively, and in the control group, 20.03and 2/99, and in the emotion-oriented coping style variable, the mean and standard deviation of the experimental group were 22.21 and 2.08, respectively, and the control group was 18.20 and 2/30, and in the variable of avoidant coping style, the mean and standard deviation of the experimental group were 19.22 and 2.99, respectively, the control group was 18.05 and 1/17.

Table 2: Mean and Standard Deviation of Adjusted Post-test means Anxiety Social and Methods Confrontation with Stress by Controlling Pre-test Scores

Variable group	The experiment		Control	
	Average	The standard deviation	Average	The standard deviation
Social anxiety	19/22	02-Apr	20/26	19-Jun
Problem-oriented coping style	22/28	Jan-56	22/24	-07Feb
Emotional coping style	18/25	Jan-58	25-Mar	Feb-25
Avoidant coping style	19/27	Jan-26	20/17	Feb-24

Table 3: Results of Covariance Analysis Comparing the Post-test Mean of Social Anxiety with the Pre-test Control

Source of changes	Sum of squares	Degrees of freedom	Mean square	The coefficient of F	Meaningful	Eta squared	Statistical power
Pre-exam	3159/258	1	3145/246	54/12	0.00001	0.45	0.00001
Group	250/01	1	167/02	05-Jan	0.00001	0.38	0.00001

According to table (3), the relevant hypothesis is: Speaking skills training reduces the level of social anxiety of the educational group compared to the control group in the post-test phase. In the discussion of descriptive findings in the variable of social anxiety, the average scores of teenagers participating in the post-test with the control of the pre-test scores was (19.22).

As a result, in the discussion of inferential findings, there is a significant difference in the post-test stage ($P=0.00001$) between the average scores of social anxiety in the experimental and control groups, and the social anxiety score of the training group compared to the control group in the post-test stage decreased has been found. Therefore, the first hypothesis, which is titled: Speaking skills training, reduces the level of social anxiety of the training group compared to the control group in the post-test stage, was confirmed (Tables 2 and 3).

Table 4: The Results of Covariance Analysis Comparing the Post-test Mean of the Problem-oriented Coping Method with the Pre-test Control

Source of changes	Sum of squares	Degrees of freedom	Mean square	The coefficient of F	Meaningful	Eta squared	Statistical power
Pre-exam	4587/19	1	3546/18	115/300	0.00001	0.852	0.00001
Group	380/109	1	350/70	May-35	0.00002	0.224	0.00001

According to table (4), the related hypothesis is: Speaking skill training increases the amount of problematic coping method compared to the control group in the post-test stage. In the discussion of the descriptive findings in the problem-oriented coping method, the scores of the teenagers participating in the post-test with the control of the pre-test scores were 19.23.

As a result, in the discussion of inferential findings, in the post-test stage ($P=0.00001$) there is a significant difference between the average scores of the problem-oriented coping style in the two experimental and control groups, and the score of the problem-oriented coping style of the training group compared to the control group in the post-test stage. The test has increased. Therefore, the second hypothesis entitled: life skills training increases the problem-oriented coping style of the educational group compared to the control group in the post-test phase, was confirmed (Tables 2 and 4).

Table 5: Results of Covariance Analysis Comparing the Post-test Mean of Emotion-oriented Coping Style with the Pre-test Control

Source of changes	Sum of squares	Degrees of freedom	Mean square	The coefficient of F	Meaningful	Eta squared	Statistical power
Pre-exam	2346/47	1	2297/34	84/32	0.00001	0.256	0.00001
Group	1660/62	1	1650/54	25/34	0.00001	0.473	0.00001

According to table (5), the related hypothesis is: Speaking skill training reduces the emotion-oriented coping style compared to the control group in the post-test stage. In the discussion of the descriptive findings in the emotion-oriented coping method, the scores of the teenagers participating in the post-test were controlled by the pre-test scores (20/27).

As a result, in the discussion of inferential findings, in the post-test stage ($P=0.00001$) there is a significant difference between the average scores of the emotion-oriented coping style in the experimental and control groups, and the score of the emotion-oriented coping style of the training group compared to the control group in the post-test stage. The test is reduced.

Therefore, the third hypothesis, which is titled: Speaking skills training, reduces the level of emotion-oriented coping in the training group compared to the control group in the post-test stage, was confirmed (Tables 2 and 5).

Table 6: The Results of Covariance Analysis Comparing the Post-test Mean of the Avoidance Coping Style with the Pre-test Control

Source of changes	Sum of squares	Degrees of freedom	Mean square	The coefficient of F	Meaningful	Eta squared	Statistical power
pre-exam	8764/325	1	7435/259	98/79	0.00001	0.547	0.00001
Group	247/04	1	249/056	Dec-14	0.00003	0.657	0.00001

According to table (6), the related hypothesis is: Life skill training reduces the amount of avoidant coping style compared to the control group in the post-test stage. In the discussion of the descriptive findings in the avoidant coping method, the scores of the participating teenagers in the post-test were controlled by the pre-test scores (22/19). As a result, in the discussion of inferential findings, in the post-test stage ($P=0.00001$) there is a significant difference between the mean scores of the avoidant coping style in the experimental and control groups, and the score of the avoidant coping style of the training group compared to the control group in the stage. After the test is reduced. Therefore, the fourth hypothesis, which is entitled: Life skills training, reduces the amount of avoidant coping in the training group compared to the control group in the post-test stage, was confirmed (Tables 2 and 6).

Types of Anxiety

1. Normal or facilitating anxiety: This type of anxiety is not only good, but also improves the person's performance in different situations and makes the person strive for success and avoid failure, as a result, the person's performance and efficiency are improved.

2. Severe or debilitating anxiety: If anxiety exceeds a certain limit, it causes distraction, anxiety and a feeling of helplessness in the person, disrupts his performance and causes behavioral and physical disorders.

Effective factors in causing anxiety:

1. Individual and personality factors: which include lack of self-esteem, lack of attention and concentration, lack of preparation before the exam, use of incorrect study methods, students' unfamiliarity with the exam session, the type of exam, and the manner of the questions.
2. Laboratory and social factors: they include excessive expectations of teachers from students, competition, the educational system governing schools, the location and invigilators of the exam, the type of course.

Family factors: parents' strictness, comparisons that parents make about their children with others, authoritarian education method.

Causes of Anxiety in Speaking Skills

The following factors cause exam anxiety in a person.

1. Excessive strictness: When the parents apply extra pressure on their child to prepare and get a score (usually twenty) as the exam time approaches, or warn him repeatedly about the exam.
2. Fear and threat: When the people around, especially the parents, make special difficult conditions during the exam and they fear and threaten their child about getting a low grade or not being accepted.
3. Lack of preparation: When a person has not obtained the necessary preparation for the exam due to lack of lesson planning and proper study.
4. Competition: When students at university or children at home compete to be superior to each other.
5. Anxious parents: the presence of anxiety in parents causes it to be transmitted to the child and intensifies his anxiety.
6. Making some lessons appear too important: When people around you consider some lessons very important for any reason, a person has a fear or a negative attitude towards those lessons.

Causes of anxiety after the exam:

1. Fake and apparent indifference
2. Guilt (why didn't I study more)
3. Anger (the teacher didn't want me to get a passing grade)
4. Blame (if the textbook was not so difficult)
5. Depression (I see no reason to stay at school after the exam).

Ways to prevent and reduce exam anxiety and speaking skills:

1. To remind our children to always trust in God and start everything with His name, because the remembrance of God is a comforter for troubled hearts.
2. Emphasize our child's abilities to strengthen his self-confidence.
3. Align our expectations with our child's abilities and do not expect too much from him.
4. Appreciate and encourage our child's efforts to achieve even small positions.
5. We should compare our child's performance with himself, if he improves, we should encourage him, and if not, we should try to find the cause and fix it.
6. To provide suitable physical and emotional conditions for our child during exams.
7. The exam is a part of the education process, we should consider it as a normal and normal function of education and avoid unnecessary sensitivity towards it.
8. Behave with our child in such a way that he can openly express his thoughts and concerns about the exam.
9. We ask the teacher or teachers about our child's latest academic status in order to help him better.
10. We teach our children that prayer brings peace and success, but the condition for prayer to be answered is our own efforts.
11. It is better for teachers to provide a comfortable and calm environment for students during the exam session to reduce students' anxiety. We should note that getting a grade for our child in the exam does not mean that they are bad, but it means that their activity in that lesson is low. or they do not know the basic concepts of that lesson.

VI. Discussion

1. Students should consider enough sleep in their planning, useful sleep is about 8 hours so that the brain can rest.
2. Use the cooperation of parents to achieve the goal.
3. Students should continue their type of study.
4. Have high self-confidence.
5. When they appear in the exam session, they should start with the name of God.

6. Whenever you get distracted during the exam session, try to focus all your mind on the questions asked and nothing else.
7. Have a realistic assessment without exaggerating the exam.
8. Avoid paying too much attention to exam anxiety.

General principles in the treatment of anxiety:

There are methods to deal with and treat anxiety, in each case a specific method should be used, but in general, we should pay attention to 3 issues:

1. Discovering the cause of anxiety and trying to find the root.
2. Reducing the threatening aspects of life in any area that causes anxiety.
3. Eliminating the driving factors that are the basis of many threats.

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