

**Cognitive emotional regulation Strategies and its relation to the
test anxiety of university students
Comparative study between the students of the universities of
Sultan Qaboos and the first Mohammed**

Prepared by



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Abstract

The study aimed to identify the Cognitive emotional regulation Strategies and its relation to test anxiety in a sample of students from the tow universities: Sultan Qaboos University in Sultanate of Oman and the first Mohammed University in The Kingdom of Morocco and the differences between them according to geographical environment and gender. The total sample consisted of (419) students, 223 students from Sultan Qaboos University and (196) students from the first Mohammed University. The total age ranged from (20 to 24) years. The researcher used the measure of the Cognitive emotional regulation Strategies, test anxiety scale, to verify the hypotheses of the study. The results showed a relationship between the Cognitive emotional regulation Strategies and the test anxiety of the total sample in the dimensions of both measures, but the relationship was more significant for the Omani students. The results also showed statistically significant differences between the students of Sultan Qaboos University and the first Mohammed University in both cognitive and Cognitive emotional regulation Strategies, although there was a difference in dimensions of both measure mentis.

The results showed that the sex factor and the geographical environment were indicators of the test anxiety and Cognitive emotional regulation Strategies in the study sample.

The researcher presented a number of proposals in the light of the results of the study to help researchers in the future to provide research and experimental concepts that help students with difficulties in the Cognitive emotional regulation to reduce symptoms of anxiety test.

Keywords: strategies of emotional regulation, test anxiety, university students, geographical environment (Oman, Morocco).

Study problem

Universities are one of the most valued and stressed places during a student's academic career. Tobias (1985) finds that undergraduates with higher levels of test anxiety have a lower level of emotional regulation, and therefore they usually respond poorly to their exams. Test anxiety is also one of the general concerns that the test situation provokes, which expresses students' psychological and emotional problems, such as fear of not succeeding (Bakhit, 1989, 18) and is a hindrance to students' academic achievement at various stages of study (Maali 2014, 934).

The researcher formulated the problem of his study in the following main question:

Is there a correlation between the strategies of cognitive emotional regulation and test anxiety among a sample of students from Sultan Qaboos and Muhammad Al Awal Universities in Morocco?

Objectives of the study:

This study aims to:

- Collecting data for a group of students from Sultan Qaboos University in the Sultanate of Oman and King Mohammed I University in the Kingdom of Morocco in an attempt to explore the nature of the relationship between the strategies of cognitive emotional regulation and test anxiety.
- The differences between the mean scores of the cognitive emotional regulation strategies are known to a sample of students from Sultan Qaboos University and Muhammad I University.
- Differences between the mean scores of test anxiety scores are known for a sample of students from Sultan Qaboos University and Muhammad I University.
- Know the differences between students of the two universities in strategies of emotional regulation, cognitive and test anxiety, according to gender (males, females).
- Presenting a set of proposals in light of the results of the current study to reduce symptoms of test anxiety among students who suffer from it, by using a counseling program based on strategies of emotional regulation.

Study terminology:

.Cognitive emotional regulation Strategies.

-Test Anxiety

Study proposals:

Activating the role of student counseling centers in both universities to develop strategies of emotional regulation for students who suffer from difficulties in this organization, in order to reduce their test anxiety, and thus improve their academic performance and academic compatibility.

- Conducting studies dealing with psychological, social and secret factors that affect how students acquire cognitive emotional regulation strategies.
- Conducting comparative studies between samples of university students of different cultures and socio-economic levels, in order to identify the differences between them and their relationship to exam anxiety.
- Work on conducting comparative studies between more than one Arab university to identify the differences among its students in the strategies of cognitive emotional organization, and some personal, academic and social variables.
- Conducting workshops in student and social counseling centers at the university to develop strategies for cognitive emotional regulation among students to reduce test anxiety.

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