

## The Study for Contacting the Ways between Learning and Stress on Developing Education Students in Sanandaj City Summarize

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**Abstract:** These Search just for determining ways of Learning and stress before test on educational developing Students. 80 Students in Average Level in Sanandaj city Attended in this research. In this research used from scale learning questionnaire test stress for measurement changeable. This in visitation description the contacting between person and Regression the results shows straight contact between educational developing with agitation in test in girls and boys. Also in controlling method on understanding negative affection on agitation before test, and go to higher Level the controlling of ways understanding points, Lessons, there are negative effect on agitation before test. In totally it cause higher control on methods, it cause decrease and fall down agitation. But in boys higher controlling methods on understanding Lessons cause increase agitation. Also the result of test in regression coefficient Showed organization methods have a positive effect on developing educational in girls. In totally higher controlling on ways and methods in understanding Lessons cause developing educational in girls, but this contact this way in boysshowed to use cause decrease educational developing.

**Keywords:** Learning Strategies, exam stress, educational Progress, sanandaj.

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### I. INTRODUCTION

Agitation in test is one emotional state that resulted to physiological problems and behavior problems. Students, when students preparing themselves with mind and spirit mental and physical, they can organize better their information and they can remember points easier. We have to pay attention a lot and more to spirit and mental situation Students then can cause performance easier and better training programs. When we pay attention to and focus on Learning methods, in fact we are facing some factors that very effective and this factors can have a strong effect on valuations students uses from some special ways for Learning that very effective on their output in their valuations.

There are lots of technics about correct ways for studying research. This investigation shows that studying skills are determinative factors on developing and there are one straight contact between educational developing and motive. (Aminian, 1994) Shows there are positive alliance between. Now the stress from test can very effective on restitution out (put) (1). (Hashemian, 2000) Shows there are meaningful contact between stress of test and educational developing in another investigation that done with berlane and Gaye in 1983 Shows stress have a negative relation on the mind ability educational developing, self-reliance (2). (babaneyad, 1996) Shows in his investigation there are positive alliance between educational average and study methods (3). All of the development Science and technology and also the majority of human behavior in results learning. All of humans achieve all their targets with learning (4).

Although many of people believe they can discover learner of methods of learning. (Seyf, 1997) but these believe have not a correct busies. Learns learn methods of learning from experience (5). Danandhalves in 1989 with Danveran in 1987 they found in their investigation when students study in their favorite place they can learn better and more or there is a lot of information that smart students' needs less conformation and they prefer study in silence place and they prefer study alone (6). But the basic problems that in, is there any connection between learning ways and educational developing?

### II. THE METHOD OF SEARCH

In this search used from learning methods and agitation test questionnaire. Questionnaire test agitation build base on Sarason and mender test agitation theory. In this theory there are two motivational states that flow in test time. At first mendler and sarson organize one questionnaire with 37 matters that this method measure

prepared ness of person for thinking or eating in some way that in compatibility or disagree with spending energy they are tried to build some scale that can measure unsuitable answer in part of agitation. After that this questionnaire changed with researcher to 24 question and confirmed with 5 person of masters in psychology field and find the result, with uses of (alpha-Cronbach's test) 0.78. Questionnairelearning methods base on study of Venetian and Richard Mayer in 1988. With researcher built and consist of 36 question, ways of learning in 5 level, ways of review in 6 question, ways of expansion in 10 question, ways of organization in 6 question, ways of controlling on understanding point in 7 question and emotional question with 7 question measure this level, parts. This questionnaire confirmed with 5 Pierson of masters and achieve results with uses of alpha-Cronbach's 0.78. For analysis those data used from coefficient connection (alliance) Pierson and regression on model F test in spss software.

### III. FINDINGS

#### Assumption of search:

##### 1. There are one connection between educational progress and agitation test.

Ho:  $p = 0$  There are one connection between educational progress and agitation test in girls.

H1:  $p \neq 0$  with attention to result of this table in under if number of meaningful level in more bigger mistake, we can get result per sum theory of zero but if level of quantity meaningful in less than quantity of mistake we can get result theory of 1.

**Table 1:** The Result Of Testing Coefficient Alliance Pierson Between Educational Progress And Agitation Test.

Educational progress	Agitation test	
	-0.366	Alliance Pierson
0.009	sig	
30	N	

With attention to result in up table the meaningful level is smaller than quantity of mistake 0.01 and the result of that is this theory (Ho) refused and theory (H1) shows to us the contacting between educational progress and agitation test in girls. In level of 99 percent there is a reverse contact and meaningful between educational progress and agitation test and coefficient of alliance is -0.366. This result Show to us when the quantity of agitation goes to higher level or increase, their educational develop will decrease in that situation.

##### 2. There are one contact between educational progress and agitation.

Ho:  $p=0$  there are note one contact between educational progress and agitation test

H<sub>1</sub>:  $P \neq 0$  there are one contact between educational progress and agitation test.

With result of table under if the quantity of meaningful level is bigger than quantity of mistake. We can get result the theory zero and if the quantity of meaningful level of mistake is smaller than quantity of mistake us yet result theory 1.

**Table 2:** The Result of Testing Coefficient Alliance Pierson between Educational Progress and Agitation Test inBoys.

Test agitation	Alliance Pierson	
-0.433	Alliance Pierson	
0.014	Sig	
30	N	

With pay attention to result of up table the meaningful level is smaller than quantity of mistake 0/05 and the result of this theory of Ho is refused and the theory of H<sub>1</sub> accepted base or existence contact between educational progress and test agitation. In level 95 percent there are reverse contact and meaningful contact between educational progress with agitation test in boys and the coefficient alliance is -0.366. We can take result if the quantity of agitation increase, the educational progress will decrease.

##### 3. The studying connection between learning ways and agitation test in girl's base in regression model.

For this study we use (Y) as a model of agitation test and we use (x) as a learning ways aspects. After study indicators that bring in under table we presentation model essay.

**Table 3:** Alliance (Connection) Between Variables

Coefficient connection	Coefficient appointment	Coefficient appointment lempered	Digression mistake
0.567	0.32	0.24	12/39

Connection between variables independent and variables depending is 0.567.

Coefficient appointment is 0.32 and this number Show to us 32 percent of changing agitation test its related to aspects of learning ways degree of freedom and we use the coefficient appointment tempered for this point that is 0.24

Model	Total squares	Freedom degree	Average of total squares	Presumptive F	Sig
Regression	3203.778	5	640.636	4.173	0.003
Remaining	6754.102	44			
total	9957.280	49			

In table up the level of meaningful calculates for this presumptiveare 0.003 and this Show to use meaningful regression in level 0.99.

**Table 5: Meaningful Regression Variables Aspects of Learning Ways and Test Agitation In Girls.**

model	Coefficient irregular		Regular coefficient	t	sig
	B	Stud Error	Beta		
constant	-19.813	32.550		0/609	0/546

Mind ways	3.114	0.643	3.490	001
Expand ways	0.94	0.31	0.227	0.821
Organization ways	117	0.29	0.134	0.894
Ways of study or understanding	-2.904	0.879	-2.694	0.10

The variables in the reground equation are the basic nucleus of the analysis regression that brings in the up table. We can calculate the regression agitation with uses of pillar irregular variables like this. The agitation of girls in test= (3.74) learning ways+(-2.9) controlling ways on understanding points.The test t: is related to variables reground have been slowed in this table that this quantity for this variable is smaller than quantity number 0.05.In result in agitation test in girls is very effective but for another variables is bigger than 0/05 in result in agitation test in girls is very effective. The controlling ways on understanding points have a negative effect on understanding points have a negative effect on agitation test in girls.

#### 4. Study Connection Between Learning Ways And Test Agitation In Boys In Regression Model

For study and shows the model between test agitation in boys(Y) and aspects of learning ways(X) after study indicators efficiency model that coming in under table .we to show model essay table 6. Connection between variables.

Coefficient connection	Coefficient appointment	Coefficient appointment to pared	digression mistake
0.831	0.69	0.63	10.3

Connection between independent variable and dependent variables is equal to 0.831 coefficient appointment variables is equal to 0.831 coefficient appointment is equal (0.69) and this number show to us that 69 percent changing of agitation test in boys its relevance to their learning ways aspects because this quantity don't consider degree freedom.

**Table 7: Test F Analyses Variance (For Meaningful Regression)**

model	Total squares	Freedom degree	Average total of square	Indicator F	Sig
regression	5730-20	25	11146040	10.734	0.000
remaining	2562498	24	106.771		
total	8292700	29			

In table up the meaningful level calculated for this indicator equal with 0.000 and this show to us meaningful regression in %0.99 level.

**Table8: Meaningful Coefficient Regression Aspects Learning Ways and Agitation Test In Boys.**

Model	Irregular coefficient		coefficient regular	t	Sig
Constant	Std.Error	B	Beta	3.232	0.004
Learning ways	22.953	74.195	0.245	0.633	0.533
Expand ways	1.820	1.152	1.049	2.543	0.18
Organization ways	1.017	2.587	0.086	0.373	0.113
Controlling ways	1.212	0.452	0.643	-1.389	1.77
Understanding ways	1.194	-1.659			

Coefficients that coming in that table 8 are the basic nuclear analysis regression. We can calculate regression equation like this agitation boys in tests 74.19t(2.59) expand ways.

The t test is related to coefficient regression that coming in this table and show for independent coefficient, that this coefficient is smaller than quantity of 0.05 mistake in result it's so effective is bigger than 0.05 in result it's not effective on boys agitation. The expand ways have appositve effect on agitation test in boys, more controlling on understanding points cause more agitation.

**Table 9: Connection between Variables**

Connection coefficient	appointment coefficient	coefficient appointment tempered	Digression mistake
0/500	0.250	0.165	1.78

The connection between independent variable and dependent variable equal to 0.500. The appointment coefficient equal to 0.250 and this quantity showed to us 25 percent of changing educational developing in girls related to aspects leaving ways, because this quantity freedom a degree don't considered and we can use coefficient appointment tempered for this point that equal in this test % 16.

**Table 10: In Under Table We Calculate The Meaningful Regression With F Test.**

model	Total square	Freedom degree	average squares	Indicator F	Sig
regression	46.467	5	9.292	2.939	0.23
remaining	139.136	44	3.162		
Total	185.597	49			

In up table we calculated the meaningful level for this indicator equal to 0.023 and shows meaningful regression in level 0.95.

**Table 11. The significance of the regression coefficients of learning strategies and academic achievement in girls**

model	Irregular factor		coefficient regular	t	sig
	B	Std Error	Beta		
constant	20.366	4.672		4.359	0.000
Learning ways	0.53	0.153		0.67	0.733
Expand ways	0.007	0.59		0.18	0.902
Organization ways	0.269	0.126		0.484	0.38
Ways of controlling on understanding points	0.246	0.155		0.546	0.118

The variables in the regression equation are the basic unclear analysis regression that brings up table. We can calculate regression equation with used pillar regular coefficient likethis: Educational progress in girls: => =20.37+(-0.269) organization ways test: its related to coefficient regression show in this table for independent variables is smaller than for organization ways variables is smaller than quantity mistake 0.05. In result it's very effective on girl's educational program but for other variables it's bigger than 0.05, in result it's not. Effective on girl's educational progress. organization ways have a positive effect on educational progress in girls, higher can't rolling understanding points cause higher and more educational progress in girls.

**3. Study of connection between learning ways and educational progress in boys in regression model.**

**Table 12: Connection between changeable (indicator regression)**

coefficient connection	coefficient appointment	coefficient appointment tempered	digression mistake
0.807	0.657	0.579	1.59

**Table 13: F test (variance analysis) for meaningful regression**

model	Total square	Degree freedom	Total average squares	indicator F	Sig
Reg	114.537	5	22.907	8.971	000
Remaining	61.283	24	2.553		
total	175.819	29			

In up table the meaningful level calculated for this indicator is equal to 0.000 and show to us that this regression is meaningful in level %99.

Model	B	Std Error	Regular coefficient	t	Sig
Constant	19.036	3.550		5.363	000
Learning ways	128	281	187	0.454	654
Expend ways	0.18	157	0.50	114	0.910
Organization ways	0.006	0.187	0.008	0.33	0.974
Controlling ways or understanding	-3.89	0.185	-1.036	2.1008	0.46

We can calculate regression equation with using pillar coefficient irregular like this.

Educational progress in boys=  $19.04 + (-0.389)$

t Test relates to coefficient regression is coming in this table and show for independent variable that this quantity for variable organization ways is smaller than quantity mistake 0.05 in result is very effective in educational progress. But for another changeable bigger than 0.05 in result in progress educational is not effective in boys. Control ways on understanding points has a negative effect on educational progress in boys, higher and more controlling ways on understanding points cause decrease educational progress in boys.

#### IV. RESULT

This research have a target for studding Learning ways and Anxiety on educational progress in students boys and girls that done in regression way and connection way. The result of coefficient connection Pierson in theory 1 and 2 show to us: there is 1 direct and meaningful contact between educational progress and agitation test in boys and girls. if the number or amount of agitation test go to higher and become more it cans decrease educational progress that this result told to us the amount of educational progress it depends on sex u all boys and girls but it relevance to some factors that cause produce agitation in students and this result can help to teachers and masters that recognize agitation factors until it cause higher and more educational progress and higher quality in society. In result this study can improve discipline of educational and very effective. This result can be very useful and result is same with results of Dadsetan, 1995, Biabangard, 1991, Hashemi,2003, Gayj&Brlainer, 1983 and Koler&Holahan, 1980.

##### **The connect between learning and test agitation in boys and girls**

the result of t test show to us mind ways, expend ways, organization ways, not a meaningful connection with test agitation in result this variable are not effective on agitation students but controlling ways on understanding points have a negative effect on agitation.

More and higher controlling ways on understanding points it cause decrease agitation in test. This connection in boys show to us that expand ways, mind ways, organization ways, have not meaningful effect with agitation test, in result this variables are not effective on test agitation, but controlling ways on understanding points have appositive effect on educational progress in boys.

More and higher controlling ways on understanding point it cause more agitation test in boys.

This result in girls student show to us with higher and more control on misunderstanding students for this issue that students know does she understand the points and lesson?

It cause decrease agitation in their test but this issue in boys it cause more stress and agitation in their test and this result is same with the result of Ashtiyani2000 and saadat1984.

##### **Study between Learning ways and educational progress in boys and girls in regression model**

result t test, in regression coefficient regression connection show to us mind ways , expand ways organization ways , have not a meaning full contact with educational progress and result this coefficient are not effective on educational progress but organization ways on understanding point, it cause higher and more educational progress in girls.this contact in boys , show to us that expand ways , mind ways, organization ways , have not a meaningful contact with educational progress in boys in result that coefficient are not effective in educational boys and higher controlling ways on understanding points cause decrease educational progress in boys. in result in girls students shows with higher and more controlling on don't preventing from don't successful in understanding points and that reason does that person or students understudied the class points or not, this act cause more and higher educational progress but this same act cause decrease educational progress in boys and this result is same with result this persons pate (1985) and (foster 1987).

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