

Dedications

I dedicate this work,

To my creator Allah, who made it possible for me to graduate this year .

To myself, for the little perseverance it shows to continue the last year.

To my family members(My father Mohamed, My mom Fatiha ,My Brothers Hicham and Fares and My Sister Louiza) , for the financial and moral support.

for the financial and moral support.

To my friends, especially to Shadia ,who was my binome too in this work as she pushed me through most of the time to do it and get done.

Ikram

I dedicate this work to myself ,

My (Beloved mom)

my Daddy

my siblings (siisa, Biiru, sunzu,Man,Fuula and miinye).

my baby (Muuga)

And to my binome ikram

Your love and unwavering belief in me have been the driving force behind every step

I've taken in my journey.

Alhamdulillah

(In Loving memory of Dr.Ibrahim. K)

Shadia

Acknowledgements

We are grateful to Allah for enabling us to complete our work. We would also like to extend our sincere gratitude towards our supervisor, Mrs. Akir Malika, who has been incredibly helpful during our work, providing support, guidance, constructive feedback, encouragement, constant assistance, attention, being very patient and dedicating her time to us. We truly appreciate her efforts.

We are deeply grateful to the board of examiners for accepting and devoting their valuable time to assess our work.

We are also genuinely appreciative of all the teachers who were so supportive, assisting us with our questions and guiding us in various aspects, particularly Mrs. Adem, Dr. Ammour, and Mr. Chatoune.

Special thanks go to the participating students (M2 Class of 2022-2023) and all the teachers, with particular appreciation for the invaluable help provided by Pr. Belkhir and Ms. Ramaissa, which was essential in completing this work.

Abstract

This study, entitled psychological factors that contribute to effective revision for exams ,aims to gain a deeper insight into the role of psychological factors in the revision process .It seeks to assess their effectiveness and provide study revision strategies in relation to psychological factors for Master2 students to enhance their exam performance .To achieve these objectives, the study employed Self Determination Theory and Social Cognitive Theory. A mixed-method research approach is used for data collection and analysis .Data was gathered through an online questionnaire administered to (57)M2 students and an interview to (5) teachers in the Departement of English at the University of Tizi-ouzou . Quantitative data from the questionnaire was analyzed using the rule of three ,while qualitative Content Analysis was applied to open-ended interview responses and questionnaires . The results show that students use psychological factors like self-regulation, self-efficacy, motivation, and stress management in their revision for better exam results. On the other hand ,teachers recommend a healthy lifestyle and effective planning for successful studying.On the basis of our findings, it is concluded that psychological factors play a significant role in the revision process.

Key words : effective revision, exams, ,self-determination theory ,social cognitive theory.

List of Abbreviations

QCA: Qualitative Content Analysis

M2: Masters 2

MMUTO: Mouloud Mammeri University Tizi Ouzou

SDT: Self Determination Theory

SCT: Social Cognitive Theory

SP: Spaced Repetition

SQ3R method (SQRRRM) :Survey, question, read, recite, and review.

Spss (Statistical Package for Social Sciences)

QCA :Qualitative Content

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Statement of the Problem

Learning a foreign language can be overwhelming for learners as it requires a wide range of skills to be learned, like reading, listening, speaking and writing to be able to succeed academically. In today's academia world, exams serve as an essential evaluation tool used to assess students' levels of understanding using certain forms such as multiple choice questions or essays based on the subject and student's level of education. Therefore, learners are required to prepare themselves thoroughly by doing revision, which is an essential part of the learning process. Through revision, learners review their lectures and notes to ensure it is retained in the long term memory so that they may be able to retrieve the material during exams. However, the effectiveness of this revision process is shaped not only by cognitive factors such as metacognition but also by psychological aspects, such as motivation, self-regulation, stress management as well as self-confidence.

While the topic of revision has gained substantial attention within the fields of Educational Psychology and Applied Linguistics, existing studies within these fields have predominantly centered on the various strategies and techniques employed during revision, often overlooking the critical role that psychological aspects play in this process. For example, a study conducted by Daoud (2019), titled "Investigating Students' Strategies for Revision for their Exams the Case of 3rd Year Learners of 'Aghri Med Said' in Azeffoun and 'Makhlouf Said' in Tizi-Ouzou Secondary Schools", aimed at identifying the specific revision strategies learners use for exam preparations, relying on the SQ3R method to interpret their results. The author found that the use of effective strategies during revision was very important and ultimately led to successful results in exams. Another study conducted by Ahdad and Ighilkrim (2018), which was titled "Investigating Students' Revision Strategies for

the Preparation of their Exams: The Case of Master Two students in the Department of English at MMUTO". The study aimed to investigate strategies used by Master One Students for exam revision at MMUTO. It used Robinson's framework (SQRRR) from 1941. A mixed method approach was employed, involving questionnaires as a tool for data collection and SPSS and QCA for data analysis. The results emphasized the significance of revision strategies, particularly reading, repetition, and review, in enhancing students' exam preparation and learning processes. These studies based their data collection on only one research tool which was the questionnaire, and their data analysis on SPSS and QCA. Unlike these studies, the current research focuses on the psychological factors that contribute to effective revision in exams, using two data collection tools, a questionnaire and an interview and incorporating the Rule of Three and Qualitative Content Analysis to analyze the data.

The above mentioned studies have explored different factors that contribute to effective revision, however little attention, at the level of the English department at MMUTO, have been given to this subject, few research tackled the topic of revising for exams from the psychological perspective that seems to be an important point that needs exploration mainly within M2 students who, at their level, are required to be advanced language learners.

We got interested in this topic a year ago after facing challenges while preparing for exams due to the complexity of the courses, and even though most students struggle to prepare for their exams, we realized that not much research has been conducted on the factors that can contribute to effective revision.

Aims and Significance of the Study

This dissertation's overall aim is to investigate the role played by psychological factors on successful revision for exams for Master 2 students in the Department of English at the University of Mouloud Mammeri of Tizi Ouzou. It seeks to determine students and teachers perception on the influence of psychological factors on the effectiveness of revision. Besides,

it attempts to examine and evaluate the specific psychological factors that contribute to effective revision and assess their impact on exam preparation. In addition, it intends to gather insights and advice from teachers regarding effective revision techniques for Master students. By understanding these factors, students can enhance their learning experience and achieve success in their exams .

Research Questions and Hypotheses

The present study attempts to answer the following research questions :

1. Do Psychological factors lead to Effective revision?
2. What are the psychological factors that contribute to effective revision?
3. How can Master 2 students in the Department of English at the university of Mouloud Mammeri of Tizi-Ouzou revise effectively for their exams according to their teachers?

To answer these research questions, we set the following hypotheses

1. Some psychological factors lead to effective revision.
2. Different psychological factors contribute to effective revision for exams such as self regulation, motivation, self-efficacy, and stress management.
3. According to the teachers, using strategies such as self-regulation, self-efficacy, motivation and stress management can help students in their revision sessions and generate positive results if incorporated.

Research Technique and Methodology

In order to gain a comprehensive understanding of the topic, a mixed-method approach is adopted in this work, using both qualitative and quantitative methods in the collection and analysis of the gathered data, using both questionnaires and interviews. We did not randomly choose the study participants, we specifically selected Master 2 students, as it is one of the hardest levels. Many students struggle with exam preparation due to the intensity, quantity

and workload of their courses hence more vulnerable to poor scores if they do not work harder and organize themselves thoroughly during their revision sessions.

Structure of the Dissertation

The overall structure of this dissertation follows the traditional simple model. In addition to the general introduction and general conclusion, it also includes four main chapters. The general introduction states research problems, highlights the aims and significance of the study, presents the research questions and hypotheses, and explains the research techniques and methodology. "The Literature Review", provides a comprehensive examination of the study's theoretical framework and the most significant concepts with references from prior research on the topic. "The Research Design", presents the procedures used in data collection: the questionnaires and interviews. as well as information about the data collection methods used with detailed information about the participants' variables for the study. The third chapter is named "presentation of the findings" in which the results of our study are presented. The last chapter, "Discussion of the findings", which is devoted to the interpretation of the results obtained from our investigation. Finally, the general conclusion that provides an overall summary of the important points of the research, and confirming and disconfirming the research hypotheses that were proposed as possible answers in the general introduction. This entire research is following the APA referencing system for both in text and Bibliography.

Introduction

This chapter of the review of the literature attempts to give an in-depth understanding of the main notions of the present study. It is divided into two main sections. The First section, titled “Definitions of the Key Concepts”, define fundamental terms crucial to our study and give in depth details about them in relation to our study. The second section is titled “The Theoretical Framework of the Study” In this section, we present the theoretical underpinnings that guide our research, which are, The Self-Determination theory (SDT) by Deci and Ryan (1985) and Social Cognitive Theory by Albert Bandura (1986).

1. Definitions of the key concepts

1-1- Exams

1-1-1. Definition of Exams

According to Cizek (2001), examinations, commonly referred to as “exams,” are structured assessments used to evaluate a student’s knowledge, understanding, and proficiency in a particular subject or field. In other words exams are simply tests that check how well students know and are able to apply what they have learned in a particular subject.

1-1-2. Impact of Examinations on Students

Roussos, (2018:1) explains that exams evoke feelings of stress. Students get frustrated and as a result they get anxious due to the overwhelming pressure they experience when exams are getting closer. However, exams also provide an opportunity for

students to demonstrate their knowledge and skills, and through revision, they may be more ready and less anxious.

1-2. Tests

Dickson et al.(2020)describe tests in educational settings as tools used to assess a student's capacity to perform specific tasks or showcase their competence in a skill or understanding of the subject matter. In other words,tests help teachers understand what students know and how well they can use that knowledge in a subject.

Additionally Skinner, (2002) classifies tests into three main types to assess students' progress in meeting their learning goals. These types are standardized tests, diagnostic tests (also known as analytic tests), and teacher-made tests.

Diagnostic tests help teachers gather detailed information about how well their students are doing in a specific subject. Teachers use diagnostic tests throughout the learning process by dividing the subject matter into smaller parts. (Skinner,2002).

Tests made by teachers basing on their personal teaching styles and their students unique needs(ibid)

1-1-3-Assessment

1-3. Assessment

Defined as "The process of obtaining information that is used to make educational decisions about students, to give feedback to the student about his or her progress, strengths and weaknesses, to judge instructional effectiveness and curricular adequacy and to inform poli-cy" (AFI, NCME, NEA, 1990: 1,as cited in Braun et al.2006).In other words, it is how teachers collect information for important decisions

in education. It helps teachers see how students are doing, what they excel in, and where they might need support. (Ibid)

Assessment can be formative or summative. According to Black and Wiliam (1998), formative assessment is a process where teachers regularly check how well students are learning and understanding what they are being taught. This is done through activities like quizzes, class discussions, and peer evaluations. The main purpose is to provide quick feedback that helps students learn and improve their educational experience.

Assessment can also be summative. Popham (2008) defines summative assessment as a way to measure how well students have learned everything they were supposed to by the end of a learning period. This usually happens through final exams, standardized tests, or projects due at the end of a term. The goal is to make judgments about a student's overall performance and how well they have mastered specific things they were supposed to learn.

1-4. Revision

1-4-1. Definitions of Revision

Revision refers to the conscious and goal-driven practice of reviewing and altering written material to achieve particular aims related to content and presentation. It involves changing parts of the text, like words, phrases, and structure, to make the message clearer and more effective (Flower & Hayes, 1981). In other words, revision can occur on different levels when dealing with written material. It covers the

thoughts in one's mind before writing and the changes made in the text while one goes on to write. The material becomes clear, convincing, and right for the people who will read it. Furthermore, revision is the deliberate process of reevaluating and modifying written content to enhance its quality, clarity, and effectiveness (Alamargot & Chanquoy, 2001). This act involves making purposeful changes, such as adding or deleting words or sentences, restructuring ideas, and refining language choices. This definition simply means, that revision is the way we understand written content better through making modifications.

1-4-2. Types of revision

There are two types of revision: active revision and passive revision. According to the University of Sussex (2023:1), "Active revision means doing something with the information you need to learn (usually testing your memory)". He asserts that the best revision techniques actively help learners to recall information, rather than just passively recognise it when they see it. In addition According to parson,(2008), "Revision can be an active process or a passive one". She explains that active revision is more effective than passive and that it is something that should make up the majority of revision time.

The University of Sussex (2023:1), explains to learners that using passive revision techniques necessarily is not effective for memory retention. It states that Reviewing notes, past assessments, and important texts is helpful for memory, but only if one actively engages with the material.

1-4-3. Revision Techniques

According to the University of Kent (2011), there is no "perfect" way to revise. This means students use different methods because what works varies from person to

person. Students can rely on mind maps , summarization,group study, and spaced repetition to revise for exams.

The first technique students can use is mind mapping.Buzan (1993) defines mind mapping as a method for learning and organizing ideas visually. It is like making a picture of your thoughts. Learners can use mind maps to create concise summaries of their study material, aiding in more efficient revision sessions.

Students can also use summarization. Summarization, according to Adams and Fortune (2006), means taking a piece of text and making a short, clear version of it by picking out the most important parts and keeping the main message.Students pickout the most relevant items while revising to make the process easier to read ,understand and remember.

Another revision technique students can use is study in groups.Johnson and Johnson (2009) describe group study, often referred to as collaborative learning, as a pedagogical method wherein a limited number of students collaborate on academic assignments or projects. Group study can boost motivation and help students stay focused (Clark, 2020).

The last revision technique is spaced repetition.Spaced repetition is a cognitive learning strategy that involves reviewing and revisiting information at increasing intervals over time, optimizing the retention of knowledge (Ebbinghaus, 1885; Karpicke & Roediger, 2007).For learners, reviewing their work in intervals is better for learning than reviewing non stop .Students who incorporate spaced repetition into their study routines are more likely to perform well in exams and retain knowledge beyond the test date (Adams, 2020; Lee & Garcia, 2018).

1-5.Learning

According to Idrizi et al. (2018)

“Learning is a complex process of achieving knowledge or skills involving a learner's biological characteristics/senses (physiological dimension); personality characteristics such as attention, emotion, motivation, (affective dimension); cognitive dimension; and psychological/individual differences(psychological dimension).

1-6.Learning Vs Revision

According to Smith &Johnson(2019),Learning is the starting point of the process of acquiring knowledge or skills, often involving exposure to new information. On the other hand, revision is the process of reviewing and reinforcing previously acquired knowledge or skills, primarily focused on improving retention and understanding (Johnson et al., 2021).In simple terms,Learning is when you get knowledge or skills. It is when one hears or reads new information whereas revision is when we look back at what we already learned to remember it better. It is practicing to remember and understand what you know

1-7. Psychological Factors

Psychological factors are integral components of human experience, playing a crucial role in shaping our thoughts, emotions, and behaviors (Baron, 1991). Understanding psychological factors is essential in unraveling the complexities of the human mind and behavior, offering insights into why we think, feel, and act the way we do (Smith, 2005).

In successful exam preparation, it is important to understand the key psychological factors at play.

1-7-1.Motivation

- **Definition**

Motivation ,as defined by Deci and Ryan (1985) ,is a fundamental concept in psychology .It encompasses the internal and external factors that drive individuals to take specific actions ,persist in those actions ,and actively work towards achieving their goals .In simple terms,it is what pushes us to get started on a task ,keeps us engaged ,and helps us to attain our objectives .This definition highlights the duality of motivation ,recognizing that it can originate from within ,driven by personal interests ,values ,or desires (intrinsic motivation) ,or be instigated by external rewards ,pressures ,or obligations (extrinsic motivation) .Essentially, our actions are guided by a combination of our inner desires and external rewards, ensuring we stay on the right path.While Deci and Ryan (1985) emphasize that motivation involves both internal and external factors that drive individuals to take action and pursue their goals ,Locke and Latham (2002) provide a more specific perspective . According to Locke and Latham ,motivation is the psychological processes that not only initiate action but also guide and sustain behavior that is directed towards specific goals .In essence, they underscore that motivation is intricately tied to goal - oriented behaviors .Locke and Latham 's definition places particular emphasis on the goal -setting aspect of motivation .It suggests that the act of setting goals is not just a preliminary step but a fundamental component of motivation. Motivation, in their view, is the driving force that keeps individuals engaged and persistent in their pursuit of these objectives .This perspective complements Deci and Ryan 's view by going deeper into the relationship between motivation and the establishment and achievement of goals .

Expanding on the perspectives of both Deci and Ryan (1985) and Locke and Latham (2002), Gollwitzer and Oettingen (2012) offer a distinctive view of motivation .They

define it as the energizing force that initiates and sustains goal-directed behavior .In this view, motivation is not merely the source of action but also the dynamic, driving force that keeps individuals engaged and committed to their objectives .

Gollwitzer and Oettingen 's definition highlights the continuous and energetic nature of motivation. It matches with Locke and Latham 's emphasis on the persistence of behavior towards goals ,but it adds an extra layer by focusing on the vitality that underlies motivation .It incorporates Deci and Ryan 's notion of both internal and external factors by acknowledging that motivation can originate from a variety of sources ,but its defining feature is the propulsion it provides for goal - directed activities .

- **Types of Motivation**

Motivation takes on various forms , driven by several factors that influence the human behavior .Deci and Ryan (1985) classify motivation into two fundamental types : intrinsic and extrinsic

- 1) **Intrinsic Motivation**

Stems from internal sources ,such as personal interest,satisfaction,or a genuine passion for an activity .It is the internal drive that fuels our pursuit of goals for the inherent enjoyment or fulfillment it provides

- 2) **Extrinsic Motivation**

Is governed by external factors , such as rewards, punishments ,or social recognition .
(ibid)

- 3) **Achievement Motivation**

As introduced by McClelland (1961).This type is characterized by a strong desire to excel and accomplish challenging goals.

4) **Incentive Motivation**

centers around the anticipation of rewards .Atkinson (1964) delved into this type ,which involves being motivated by the promise of tangible or intangible benefits ,such as financial gain, prizes, or social recognition.

5) **Social motivation** as explored by Baumeister and Leary (1995),is rooted in the need for social connection ,acceptance, belonging ,people with strong social motivation are often influenced by their interactions with others and a deep seated desire for social approval.

6) **Fear- or Avoidance- Based Motivation**,characterized by the drive to escape or avoid negative outcomes.Pervin (1989) emphasized this type ,which is often associated with fear, anxiety ,or the avoidance of punishment.

● **The impact of motivation on the revision process**

Motivation plays a big role in shaping the revision process ,particularly in academic and writing contexts .As Pintrich (2003) highlights, the influence of motivation on the revision process is Complex and deep.At the outset, motivation significantly affects the initiation of the revision process .When students possess intrinsic motivation ,stemming from a genuine interest in the subject matter or a desire to improve their work ,they are more likely to take the crucial first step of revising their writing .This internal drive serves as the impetus for them to revisit their work and make it better.

Motivation also impacts the persistence and thoroughness of the revision process. As noted by Hattie (2012),motivated individuals are more likely to persevere through multiple drafts and versions .They invest the necessary time and effort to engage in a comprehensive revision, addressing errors ,refining arguments ,and enhancing the overall quality of their work.

Moreover, motivation influences how students respond to feedback during the revision process. According to Hattie (2012), motivated students view feedback as an opportunity for growth and improvement.

Incorporating goal-setting into the revision process is another facet of motivation. Students who are highly motivated to excel often set specific learning goals for their revisions, as highlighted by Swain (2012), these goals provide a clear direction for their revision efforts and ensure that their revisions are focused and purposeful.

- **Motivational Strategies for Effective Revision**

To maintain motivation during the revision process, several strategies can be employed. Setting clear and achievable goals (Locke & Latham, 1990), believing in one's ability to revise effectively (self-efficacy) (Bandura, 1994), and breaking tasks into manageable parts (Klein et al., 2019). Additionally, creating a conducive study environment (Deci et al., 1991), implementing a reward system (Skinner, 1953), and practicing positive self-talk and affirmations can boost motivation (Emmons & McCullough, 2003). Visualization techniques (Bandura, 1997).

1.7.2. Self Efficacy

- **Definition**

Self-efficacy as defined by Albert Bandura (1994, p. 71), refers to an individual's belief in their ability to effectively plan and carry out the actions necessary to achieve specific goals or outcomes.

Pajares (1994) explains self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations.

In the realm of education, Zimmerman (2000) describes self-efficacy as students' judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

Schunk (1995), from the perspective of social cognitive theory, posits that self-efficacy is an individual's judgment of his or her capabilities to perform a particular task within a specific domain.

- **Types of Self-efficacy**

According to Bandura (1977), different types of self-efficacy, including task-specific, general, collective, and domain-specific, can influence our beliefs and behaviors in various areas of our lives. Understanding these types can help us better grasp how self-efficacy impacts our ability to tackle challenges and achieve our goals. It's fascinating to see how self-efficacy can vary depending on the context. Bandura's research has shed light on the importance of self-efficacy in building confidence and belief in our abilities (Bandura, 1977).

- **The impact of self-efficacy on the revision process**

When individuals possess high self-efficacy related to the revision process, they tend to approach it with confidence and determination. They believe in their ability to review and refine their work effectively. This self-assuredness leads to a more proactive and persistent attitude during the revision phase (Zimmerman, 2000).

In contrast, individuals with low self-efficacy concerning revision may approach it with hesitancy and self-doubt. They may be more inclined to procrastinate or even avoid the revision process altogether. This lack of confidence can result in a less thorough and less effective revision (Pajares, 1996).

Furthermore, research indicates that self-efficacy can impact the strategies individuals employ during revision. Those with high self-efficacy are more likely to use constructive feedback, seek help when needed, and engage in deeper cognitive processing, ultimately leading to more substantial improvements in their work (Schunk, 2005).

- **Techniques and strategies to build confidence and belief in our abilities during the revision process**

Enhancing confidence and self-belief during revision is crucial. To achieve this, consider implementing strategies such as goal setting (Locke & Latham, 1990), engaging in positive self talk (Emmons & McCullough, 2003), and Utilizing visualization techniques (Bandura, 1990).

1.7.3. Self regulation

- **Definition**

Self regulation refers to the ability of individuals to control and manage their own thoughts, emotions, and behaviors in order to achieve specific goals or maintain well-being. It involves a complex interplay of cognitive, emotional, and behavioral processes (Baumeister & Heatherton, 1996).

- **Components of Self-Regulation**

involves a complex interplay of cognitive, emotional, and behavioral processes (Baumeister & Heatherton, 1996).

Self-regulation is a complex psychological process that involves three key components: Emotionally, it includes recognizing and managing emotional responses (Gross, 1998), and behaviourally, it encompasses impulse control and delaying gratification (Mischel, Shoda, & Rodriguez, 1989). On a cognitive level, self-regulation involves executive functions like attention and working memory (Hofmann, Schmeichel, & Baddeley, 2012).

Cognitive Monitoring (Thought): This component refers to the ability to continuously assess and evaluate one's thoughts, emotions, and behaviors. Individuals who engage

in cognitive monitoring are more likely to be aware of their own actions and reactions. For example, Zimmerman (2002) suggests that cognitive monitoring allows individuals to reflect on their performance and make necessary adjustments.

Emotional Regulation(Emotions): Emotional regulation involves the management and control of one's emotions. This includes understanding, accepting, and modulating emotional responses in order to adapt to different situations. Gross (1998) proposed a model of emotional regulation, emphasizing strategies like reappraisal and suppression to regulate emotions effectively.

Behavioral Regulation(Behavior): This component pertains to the ability to control and adjust one's actions and behaviors to align with personal goals and societal norms. Baumeister and Heatherton (1996) discuss how behavioral regulation is essential for goal setting and the inhibition of impulsive or undesirable behaviors.

- **The impact of self regulation on the revision process**

As pointed out by Zimmerman (2002), Self regulation involves a series of phases ,including forethought ,performance, and self reflection.

In the context of revision ,self regulation begins with the forethought phase .During this phase ,individuals set clear goals for their revision ,such as improving the clarity of their writing ,fixing grammar errors , or restructuring their work .They also create a plan that outlines the steps they need to take .This planning is essential for organizing the revision process (Zimmerman ,2002) .

The performance phase is where self - regulation truly comes into play .This phase involves carrying out the revision plan ,and it requires attention ,concentration, and self control .Self regulation helps individuals stay focused on the task at hand ,resist distractions ,and persists through challenging sections of their work (Zimmerman, 2002)

Once the revisions are complete, the self reflection phase allows individuals to evaluate the quality of their revisions. Self regulation helps in critically assessing whether the goals set during the forethought phase have been achieved .This phase also involves monitoring one's progress and adjusting the revisions if necessary (Zimmerman ,2002)

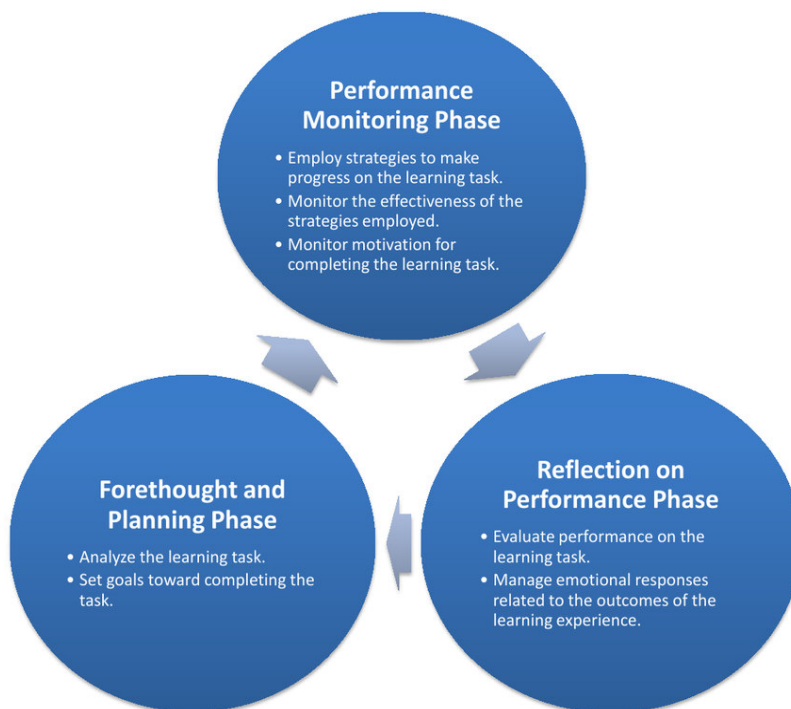


Figure 1.

Phases of Self-Regulated Learning (Zumbrunn, Tadlock & Roberts, 2015)

- **Strategies to Self regulation during the revision process**

Effective self regulation during the revision process involves setting clear goals (Bandura, 1991),beginning with a break (Baumeister et al.,1998),reading aloud (Kornell & Bjork m, 2007),and seeking peer feedback (Topping ,1998).Focus on organization (Weaver & Leishman,2001)and clarity (Zinsser,1976),while addressing grammar and style issues(Strunk & White,1918).Eliminate redundancy (Kolln & Gray,2017) and ensure consistency (Bazerman,2008).Proofread carefully (Hacker

&Sommers ,2011)and consider a second opinion (Flower & Hayes,1980)to improve writing quality,using feedback effectively (Hattie & Timperley ,2007) .

.Self- Regulation Vs Self Regulated Learning (SRL)

Self-regulation involves managing thoughts, emotions, and behaviors in various life areas, including daily life and emotional control (Baumeister & Heatherton, 1996). In contrast, self-regulated learning is a subset of self-regulation that specifically deals with managing learning processes, such as studying and problem-solving, with an emphasis on strategies for improved learning outcomes (Zimmerman, 2002).

1.7.4.Stress Management

- **Definitions**

Stress management,as defined by Lazarus and Folkman (1984) ,is the process of coping with life 's demands that exceed an individual 's ability to handle them. It involves a range of strategies ,both psychological and physiological ,to reduce or manage stressors .psychological approaches include reframing and relaxation techniques ,while physiological methods encompass exercise and a healthy lifestyle (Sapolsky ,1996.,McEwen,1998) .Social support and effective time management are also integral to stress management ,aiding individuals in sharing their burdens and using their resources effectively (Cohen & Wills,1985) .

- **The Impact of Stress Management on the Revision Process**

Effective stress management ,in line with Lazarus and Folkman 's definition (1984) ,significantly influences the revision process by enabling individuals to cope with the demands and stressors inherent in revising their work .

When revising ,individuals often grapple with stress stemming from deadlines and self imposed expectations .Implementing stress management techniques is instrumental in maintaining a clear, productive mindset .Practises such as deep breathing ,meditation

,or physical exercise ,as suggested by Sapolsky (1996),help alleviate the emotional burden of stress ,fostering a focused and composed approach to revision .

Furthermore, as highlighted by Cohen and Wills (1985),effective time management ,a core aspect of stress management, aids individuals in skillfully allocating their time for revision tasks. This not only reduces the stress of feeling overwhelmed by the workload but also enhances overall productivity during the revision process.

In essence , the adept management of stress ,as defined by Lazarus and Folkman (1984) ,significantly shapes the revision process by enabling individuals to better navigate stressors ,thereby promoting a focused and less stressful revision experience ,as recommended by Sapolsky (1996) and Cohen and Wills (1985) .

1-3-1-5-1-Lazarus and Folkman’s Transactional Model of Stress and Coping

It explains how individuals evaluate and respond to stressors through primary and secondary appraisals, and subsequently employ problem-focused or emotion-focused coping strategies to manage the stress and its impact on their well-being”Lazarus & Folkman, 1984).Lazarus and Folkman's model helps students recognize and manage academic stress by offering a structured approach to evaluate stressors, assess coping resources, and choose effective coping strategies, ultimately leading to reduced stress and improved well-being in their educational endeavors.

2 .Theoretical framework of the study

In this section, we give a comprehensive theoretical framework incorporating theories related to motivation, self-regulation, self-efficacy, stress management, time

management, cognitive strategies, and memory enhancement. Here are theories that encompass these factors

2-1 Self-Determination Theory (SDT)

Self-determination theory (SDT), proposed by Ryan and Deci (2000), is a psychological framework that examines what drives human motivation. At its core, SDT emphasizes that people have a natural inclination to be self-motivated when their fundamental psychological needs are met. These needs are autonomy (the desire for self-control and choice), competence (the need to feel capable), and relatedness (the urge to connect with others). When these needs are satisfied, individuals tend to experience intrinsic motivation, leading to a deeper sense of well-being and more sustainable, fulfilling behavior.

- **Importance of Self-Determination Theory (SDT)**

The Self-Determination Theory is essential because it helps us understand what motivates people and how they can be more engaged and satisfied in various aspects of life, including education. By focusing on autonomy, competence, and relatedness, this theory provides insights into creating environments that promote motivation, well-being, and better performance. In educational settings, it's particularly valuable because it guides teachers and educators in fostering a love for learning and helping students reach their full potential. This theory essentially offers a roadmap for making education more effective and enjoyable. (ibid)

2-2 Social Cognitive Theory (SCT)

Social Cognitive Theory, proposed by Albert Bandura in 1986, suggests that individuals learn and develop through observing, imitating, and interacting with others in their social environment. This theory emphasizes the role of cognitive

processes, such as self-regulation, self-efficacy, and goal setting, in shaping behavior. It has been widely used to understand various aspects of human behavior, including learning, motivation, and social influence (Bandura, 1986).emphasizes the role of social interactions, observational learning, and cognitive processes in human behavior.

2-2-1-Components and Aspects of STC

1. Observational Learning: We learn by watching others and imitating them.
2. Reciprocal Determinism: Our behavior, thoughts, and the environment influence each other.
3. Self-Efficacy: Belief in our own abilities affects motivation.
4. Observational Models: We learn from real people, characters in media, and what people tell us.
5. Vicarious Reinforcement: We learn from others' rewards or punishments.
6. Self-Regulation: Monitoring and controlling our behavior, emotions, and thoughts are essential.
7. Goal Setting: Goals motivate us and tracking progress is crucial.
8. Behavioral Change: Applied in education and health for behavior change.

○ **2-2-2-Importance of the SCT**

Social Cognitive Theory is essential for understanding how people learn by watching others. It highlights the importance of self-belief and self-control, which helps individuals stay motivated and overcome challenges. This theory is widely useful in education, psychology, and health, offering a way to improve behavior and reach goals, whether in academics, health, or personal development. It guides us in understanding how humans learn and behave better in various life situations.(ibid)

Conclusion

In this chapter, we have explored the key terms like Exams, Revision, and psychological factors, with references to various scholars using the APA referencing system. Also looked into the psychological elements that boost effective revision and how they connect to better exam results. Additionally, we discussed the factors that hinder revision efficiency and how teachers help students overcome these challenges. Finally, Based our onstudy three main theories: Self-Determination Theory by Deci and Ryan (1985) and Social Cognitive Theory by Albert Bandura (1986).

Introduction

This chapter explains the research design we used in our study. It is about how we conducted our research, what methods we used, and how we reached our objectives, which connect with the questions we introduced in the General Introduction. This chapter is divided into two parts. The first part presents the instruments we used to collect data, while the second part describes how we analyzed the data. This study employs a mixed-method approach, integrating both quantitative and qualitative methodologies for the interpretation and examination /analysis of data.

1.Context and Subjects of the Investigation

The participants in this study consist of Master 2 students enrolled in the Department of English at the University of Mouloud Mammeri in Tizi Ouzou. This cohort comprises a total of 214 students, distributed across six specialties .The choice to focus on master 2 students was deliberate, as it is one of the hardest levels in university.This comes with complex lectures and assignments due to this, understanding different ways to easily revise and apply the knowledge in their exams will ease the distress they go through while preparing for exams.Due to the large number of students, we employed a random sampling approach to administer both our questionnaires and we interviewed teachers to get a wider view on the subject.

2. The Research method

Mixed -method research refers to a research approach that combines both qualitative and quantitative data collection and analysis methods within a single study to gain a comprehensive understanding of a research problem or phenomenon (Creswell & Plano Clark, 2018). It involves the integration of qualitative and quantitative data and typically includes both qualitative and quantitative research designs and data collection techniques. Hence, our research uses a mixed methods approach to collect and analyze data. This approach helps us fully understand the topic and connect our research questions and hypotheses with the data we've gathered.

3. Procedures of Data Collection

In this study, the primary source of data collection consists of a questionnaire administered to (57) Master 2 students in the Department of English at the University of Mouloud Mammeri in Tizi-Ouzou and an interview with (5) teachers in the same department in order to get an in-depth understanding of the psychological factors that contribute to effective exam revision. The questionnaire we administered is a mixed questionnaire which includes 13 close-ended questions (quantitative) and 1 open-ended question (qualitative) whereas the interview includes 5 open-ended questions (qualitative). These Two methods are used to analyze the data collected. Accordingly, a mixed method is used in order to link the research questions and hypotheses with the data collected.

3.1. Description of Students' Questionnaire

A questionnaire serves as a research instrument that presents a series of questions to respondents, facilitating the collection of statistical data, specifically for quantitative data, without limitations on the number of participants. Consequently, it is a more convenient, expedient, and time-efficient tool employed to gather information. (Dornyei,2003).

The questionnaire that was administered to master's students in the Department of English at the University of Mouloud Mammeri in Tizi Ouzou on October 4th and 5th 2023, is a questionnaire comprising of 13 close- ended questions (yes/no queries and multiple-choice options).This approach is in alignment with our case study investigating the psychological factors contributing to effective exam revision. There are four sections;section one tackles the students background with three questions,section two,elaborates the perspective students hold on the efficiency of psychological factors in revision in five questions, and lastly section three provides the psychological factors students use in their revision in five questions.

3.2. Description of Teachers' Interview

The second instrument used in our investigation involves conducting online and face-to-face interviews with (5) teachers in the department of English at UMMTO. These interviews serve to complement the results of the questionnaire. Interviews are a valuable

research tool for collecting qualitative data and getting a better understanding of participants' experiences (McNamara, 1999). The interviews aim to enhance our understanding of the data gathered from the questionnaire administered to Master 2 students. We administered a structured interview with five questions to five teachers identified as Teacher 1, Teacher 2, Teacher 3, and Teacher 4, and Teacher 5 respectively. Teacher 1's interview was retrieved through an email, Teacher 2, answered the questions on Messenger, while the interviews with the other three participants involved face to face interview or direct questioning and note-taking.

4. Procedures of Data Analysis

4.1. Descriptive Statistical Method

Regarding the analysis of quantitative data collected through the questionnaires, we treated them by manually coding numerical data within a Microsoft Excel document, representing it in the form of percentages. These percentages are then visually presented in pie charts, diagrams, and tables. The calculation of percentages followed The Rule of three: $X = \frac{Z \times 100}{Y}$. Where X refers to the calculated percentage, Z represents the number of responses, and Y denotes the total number of participants under investigation.

4.2. Qualitative Content Analysis

Qualitative Content Analysis is a research method employed to carefully examine textual or visual data with the aim to recognise patterns, themes, and valuable insights within qualitative information. This approach follows a systematic process involving the organization of data into categories, interpreting it methodically, and pinpointing recurring themes, ultimately leading to valuable conclusions (Hsieh & Shannon, 2005). This technique enables us to analyze and interpret the findings obtained from teachers' interviews (open-ended questions) in our study.

Conclusion

In the context of our case study on the psychological factors contributing to effective exam revision among Master 2 students in the Department of English at the University of Mouloud Mammeri in Tizi Ouzou, this chapter presents the methodology we applied. It provides insights into the research context, details about the participating students, and the tools we employed for data collection. Specifically, we used a questionnaire to gather information from masters 2 students in the department of English at university Mouloud Mammeri of Tizi -Ouzou ,this chapter presented the methodology we applied.It provided insights into the research context , details about the participating students, the tools we employed for data collection.Specifically, we used a questionnaire to gather information from Master 2 students .Regarding the psychological factors behind easy and successful revision sessions in their exam preparations.Subsequently, the collected data underwent analysis using the Rule of Three as a statistical technique to calculate percentages.Additionally,we employed Qualitative Content Analysis to analyze the open-ended questions from the questionnaire and the interview.

Introduction

This practical chapter presents results obtained from a questionnaire that was answered by (57) master two students in the department of English at the university of Mouloud Mammeri of Tizi-Ouzou during 2022-2023 academic year and it also presents an online interview that was done with (05) teachers at the same department for the purpose of answering the three research questions that are asked in the general introduction. The results are presented in percentages and displayed in diagrams and tables. This chapter is divided into two parts: the first part, which is divided into three sections, is devoted to present the results of students' questionnaire, whereas the second part is for the presentation of the interview results with the teachers.

1.Presentation of the Results of Students Questionnaire

1.1. Results of section one : Background of the participants .

1.2. Results of section two : Students 'S Perspective on the Efficiency of Psychological Factors on Revision .

Q4. According to you, psychological factors are:

Definition	Number of answers	Percentage
Integral components of human experience, playing a crucial role in shaping our thoughts, emotions, and behaviors.	45	56.25%
The internal mental processes and experiences that influence human behavior and decision-making.	31	38,75%
Factors that influence our perception about life.	02	02,5%
External mental processes that affect the world around us.	02	2.5%

Table 1: *Definition of Psychological Factors*

According to the displayed results, most respondents (56.25%+38,75%) , constituting 95% in total, have chosen the correct answers of the definition of psychological factors, while a small minority, making up 5%, opted for the incorrect options.

Q5. How do positive thoughts and feelings impact how well your exam sessions go?

Perspectives	Number of answers	%
They make studying more enjoyable and less stressful.	36	40%

Positive thoughts keep me going when the material is tough	12	13,33%
I usually do better in exams when I'm positive.	14	15,55%
They calm my nerves and make me feel relaxed when I study.	16	17,77%
I remember things better when i'm in a good mood	04	4,44%
Positive emotions don't seem to affect my exam prep	01	1,11%
I'm not sure if being positive makes a difference in my study	04	4,44%
Good	02	2,22% %
Very significantly	01	1,11%

Table 2: *The Influence of Positive Thoughts and Feelings on Study Sessions' Success*

As shown in the table above, the vast majority of master's students, totaling (94,42%), held positive views regarding the influence of positive thoughts and feelings on their study sessions .A smaller portion ,approximately (4,44%) appeared uncertain ,while a minority (1.11%)expressed negative perspective on this matter.

Q6. Studies show that students understand and learn better when they are highly motivated and eager during revision. Does this apply to you ?

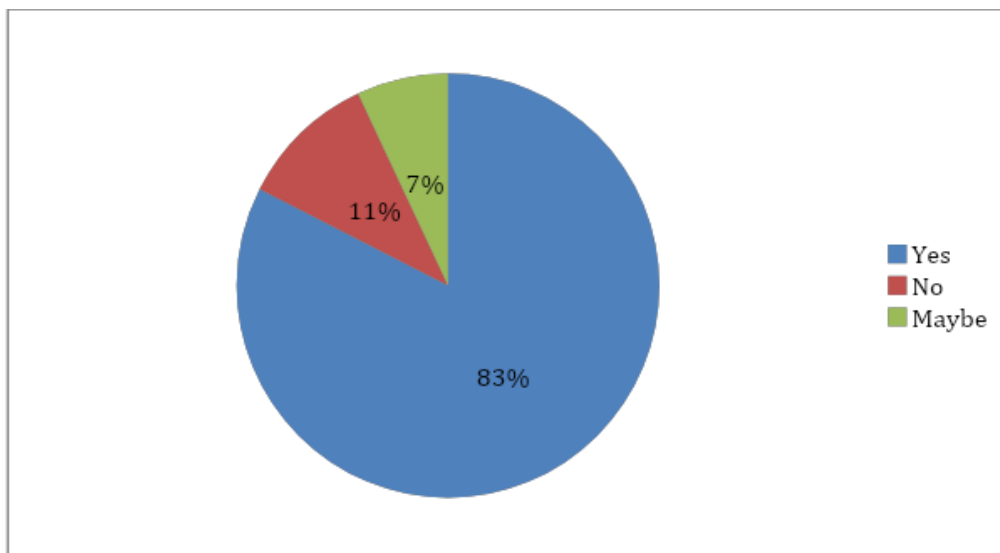


Diagram 1. *The Influence of High Motivation and Eagerness on Students 's Understanding and Learning During Revision .*

As indicated in diagram1, the majority of participants (83%) replied by "yes" ,whereas (7%) responded by "No" and (11%) of them said that motivation does not impact their revision process at all.

Q7.To what extent does being stress-free significantly improve your concentration, focus, and information retention during revision ?

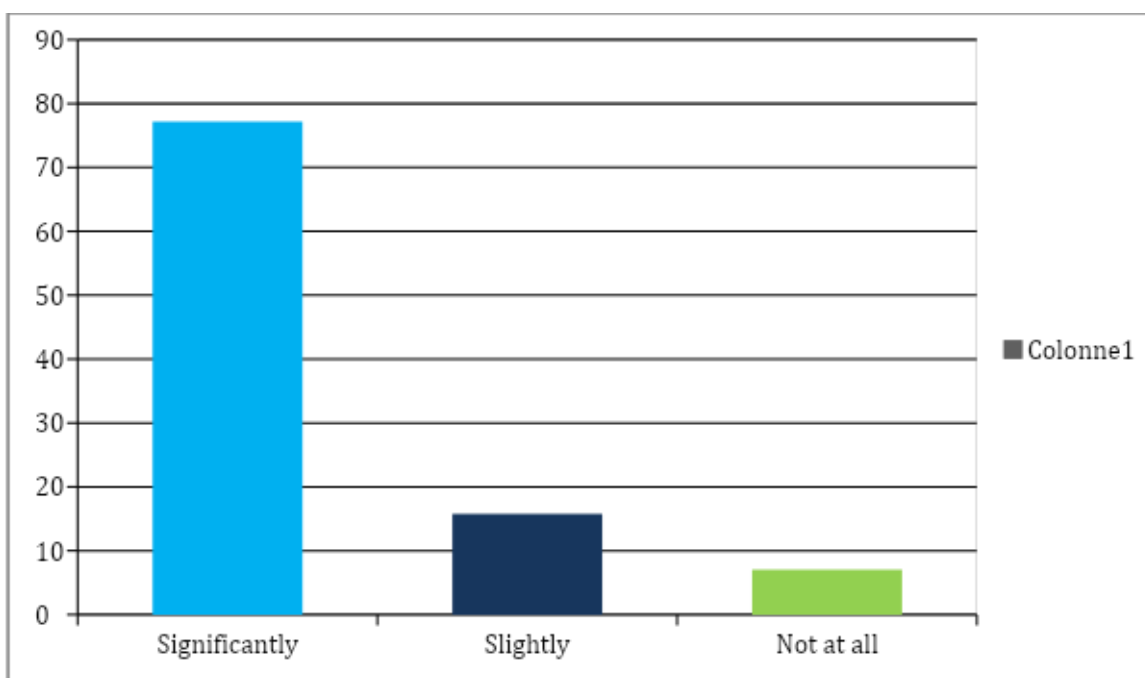


Diagram 2. *Assessing the Correlation Between a Stress-Free State and Improved Concentration, Focus, and Information Retention During Revision .*

As seen above in the diagram, more than (70%) of master two students experienced an improvement on concentration, focus and information retention during revision due to the stress-free state they were in during revision , and less than (20%) answered that they had experienced just slight of that impact, while the rest of them,less than (10%) answered with having no impact at all.

Q8. Does your self-confidence influence the quality of your revision outcomes ?

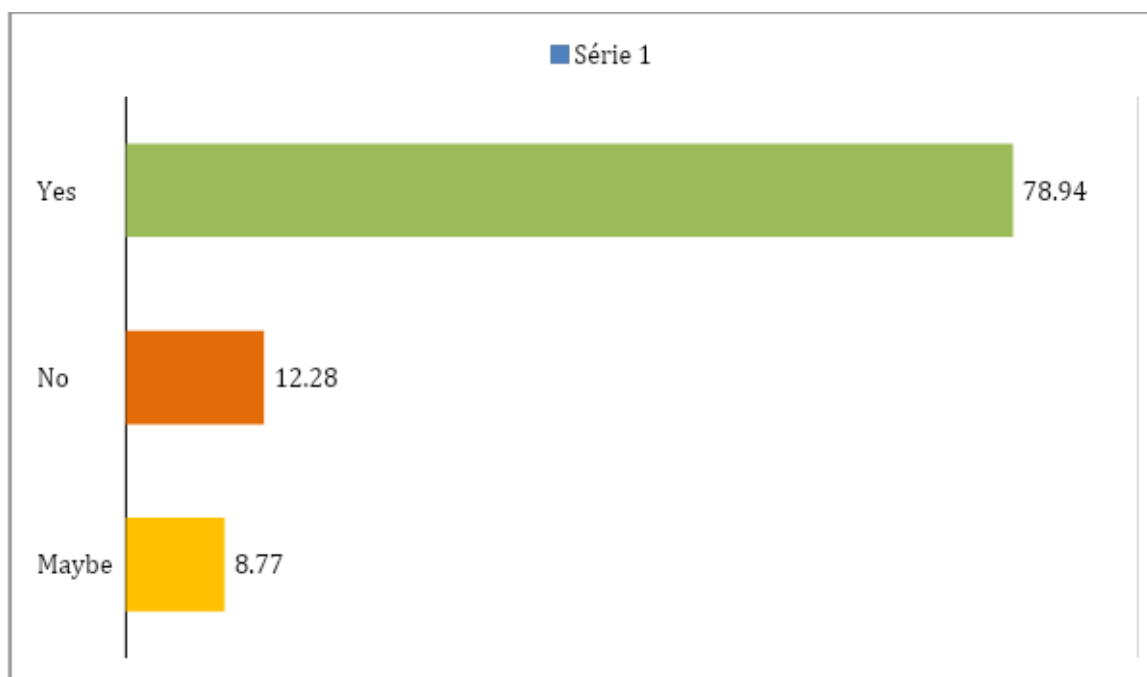


Diagram 3. *The influence of Self- Confidence on Revision Outcomes Quality.*

As indicated above, from the data gathered from (57) participants ,(78,94%) of them answered by "yes" pointing out that self confidence has an influence on their Revision process quality. And while (8,77%) answered by "Maybe", the rest who constituted (12,28%) answered

negatively

with

"No".

1.3. Results of Section Three : Psychological Factors Students Use in their Revision Sessions for Exams.

Q9. What psychological factors do you incorporate in your revision process ?

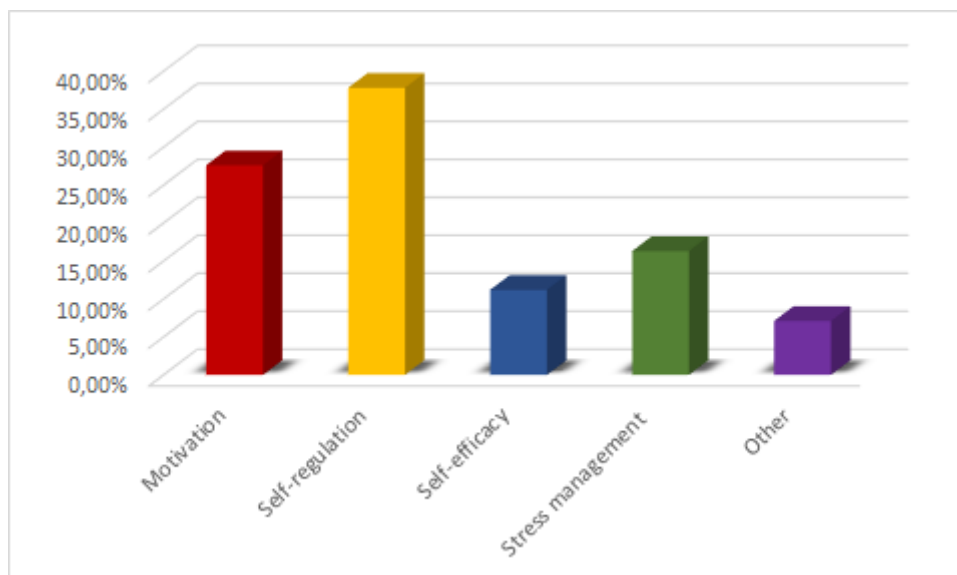


Diagram 4. *Incorporating Psychological Factors in the Revision Process*

As it is seen in the above diagram, 37 participants that represent (37,75%) said that they incorporate self-regulation in their revision, 27 others who represent (27,55%) said motivation, and 11 others of them representing (11,22%) said that they use self-efficacy, while (16,32) chose stress management, (7,14%) claim that they use other factors.

Q10. Is dividing your work into smaller parts, having a good study environment and positive self-talking helpful during your revision ?

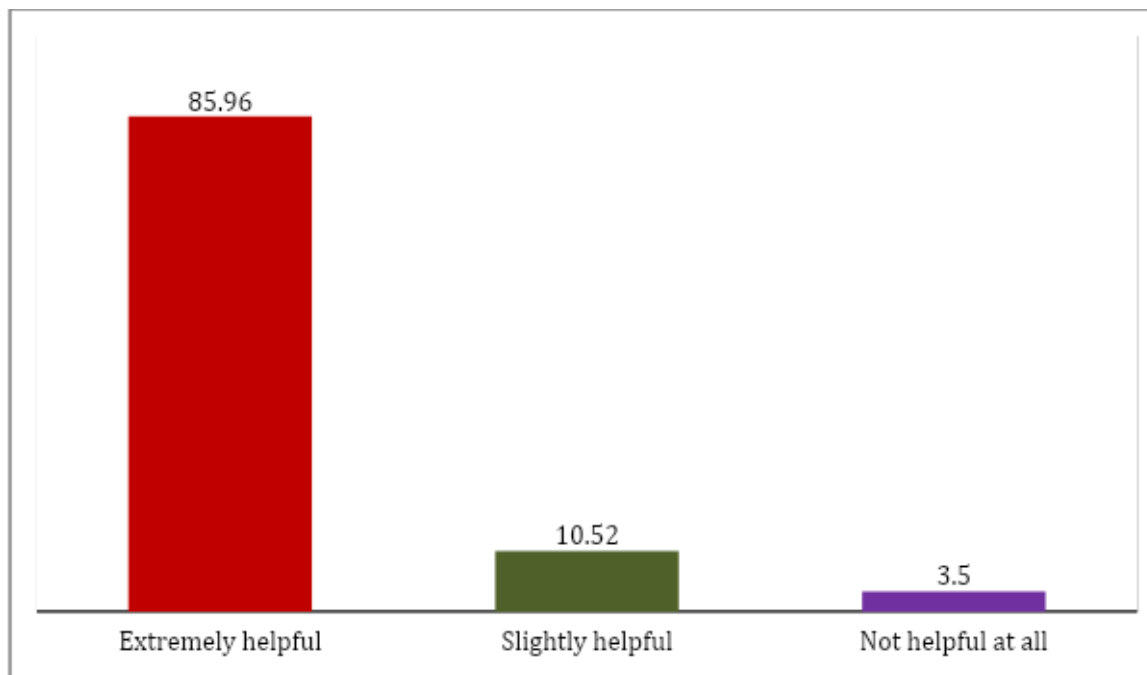


Diagram 5. *The Impact of Dividing Work, Optimal Study Environment, and Positive Self-Talk on Revision Success*

The diagram above, shows that the majority of master two students representing (85,96%) find division of work into smaller chunks , having an optimal study environment and positive self-talk extremely helpful during their Revision session .In contrast, (10,52%) claim that it is slightly helpful, while the rest representing (3,5%) found it not helpful at all.

Q11. Do you use techniques like deep breathing to manage stress during revision ?

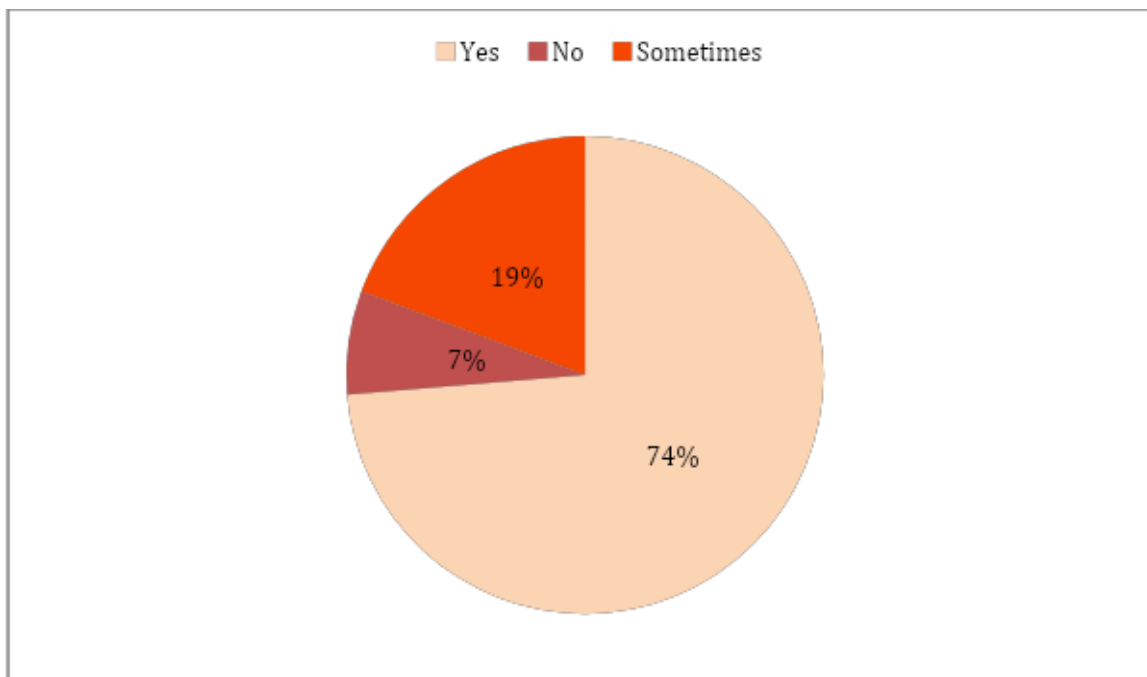


Diagram 6. *Stress Management Strategies: Relaxation and Deep Breathing Techniques During Revision.*

As indicated in diagram (3),(74%) of participants use stress management techniques during their revision, (19%) claim that they use them sometimes ,whereas the rest (7%) claim that they do not use any.

Q12. Making a detailed study plan and setting clear goals helps students stay focused while revising .In your case,Is this statement true or false ?

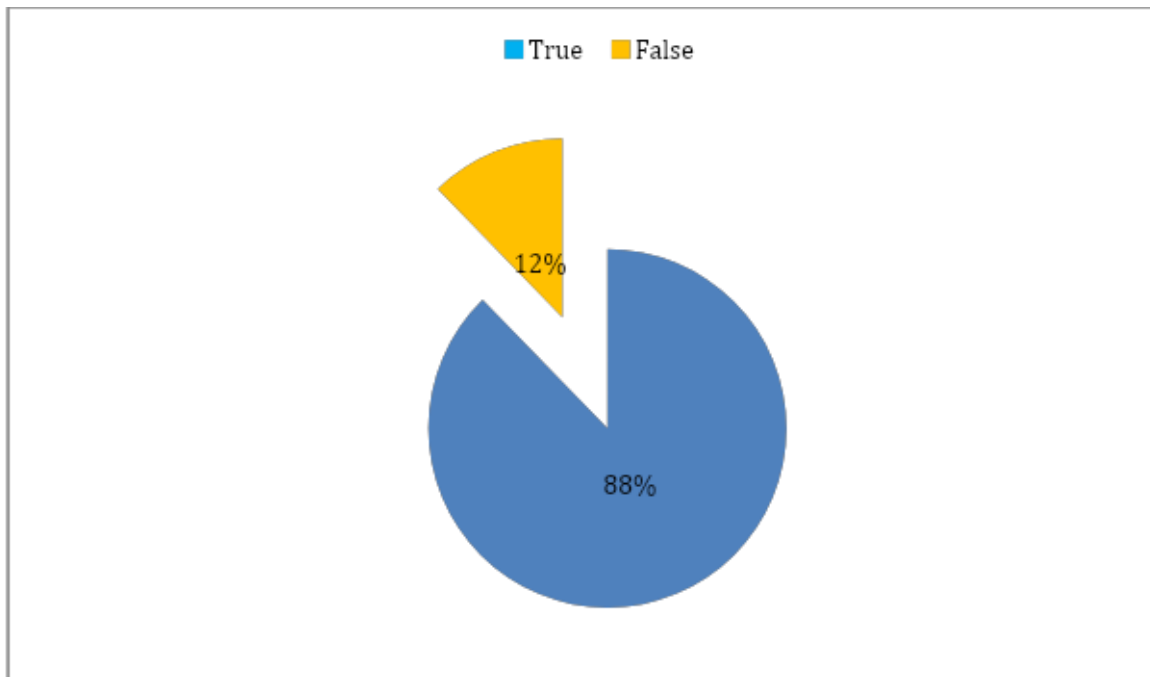


Diagram 7. *Enhancing Focus in Revision : The Role of Detailed Study Plans and Clear Goals.*

As the participants were asked about whether they make a detailed study plan and setting clear goals helps them stay focused, the diagram indicates that the majority of the participants (88%) claim that it helps, whereas the rest (12%)claim that it is not helpful .

Q13. Do you visualize your work while revising ? How about giving yourself positive affirmations ?

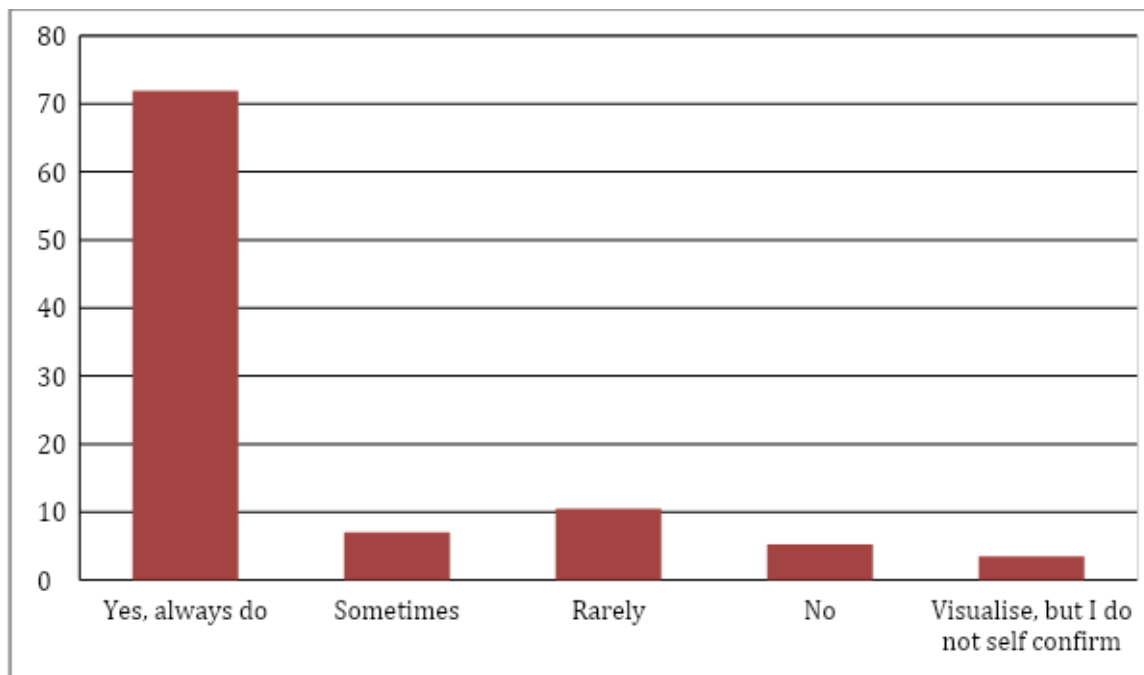


Diagram 8. *Visualization and Positive Affirmations: Tools for Effective Revision.*

On the basis of the gathered data, more than (70%) of the participants visualize and use positive affirmations to have an effective revision, (10%) of them rarely use these techniques, less than (10%) use them sometimes, (7,01%) do not, and (3,50%) claim that they visualize but they do not self-affirm.

Q6-Among the following, what are the psychological factors that help with effective revision? Please explain.

Table 3

Enhancing Revision Effectiveness : Psychological Factors and their Impact

Answers	Numbers	%
Time management	6	18,18
Self regulation	5	15,15

Stress management	4	12,12
Self confidence	3	9,09
Goal setting	3	9,09
Metacognition, helps me exactly what to read so I don't waste time	1	3,03
Regulation because it drives everything	1	3,03
Regulation	1	3,03
Self-discipline	1	3,03
Concentration and focusing	1	3,03
Sleeping	1	3,03
Staying focused	1	3,03
Time management, self regulation	1	3,03
Motivation	1	3,03
Healthy lifestyle	1	3,03
Planning my work	1	3,03
Self criticism	1	3,03
Total	33	100

As displayed in table (3), the findings related to what of the psychological factors that help with effective revision, (15,15%+3,03+3,03+3.03%) of students answered that they use self regulation, (18,18%+3,03%) revealed that they use time management, (12,12%) use stress management, (9,09%) self confidence, (3,03+3,03)concentration and focusing ,(3,03%)

metacognition, (3,03%)self discipline,sleeping(3,03%),(3,03%)motivation, (3,03%)healthy lifestyle, planning their work (3,03%),self criticism (3,03%).

3.2. Representation of Teachers Interview

Q1: In your opinion, do psychological factors lead to effective revision for MA. 2 students?

How?

The question sought to collect opinions on whether psychological factors impact the effectiveness of exam revision for MA students and how these factors may contribute to their success. Certainly, all five teachers agreed that psychological factors contribute to effective revision and provide different ways they are significant in the revision process.

Q2: What advice would you give to students to stay motivated during their revision period for exams?

This question intends to gather recommendations and advice from respondents, to help students maintain motivation during their exam revision. It aims to provide valuable insights and strategies for students facing challenges in staying motivated while preparing for exams. Indeed ,the teachers collectively assert that the most effective way to stay motivated involves reducing stress, fostering strong organizational skills, persistent effort, and a genuine eagerness to acquire more knowledge.

Q:3 Are there any specific self-regulation techniques you would recommend MA students to use in order to stay focused and organized during their revision period for exams?

The teachers provide a range of self-regulation techniques for students to stay focused and organized during their exam revision: **Teacher 1** emphasizes maintaining good health,

proper nutrition, and sufficient sleep. **Teacher 2** recommends focusing on understanding the material rather than memorization. **Teacher 3** suggests creating a revision plan for success. **Teacher 4** advises students to be effective time managers and incorporate technology for information. **Teacher 5** recommends outlining and organizing key concepts, using planning schedules, making lists, and designing a revision timetable.

Q4: In your experience, how can students boost their self-efficacy (self-confidence) when preparing for exams, especially in subjects they find challenging?

When questioned about methods to enhance students' self-confidence, especially in challenging subjects when preparing for exams, the teachers provided a range of suggestions. Teacher 1 proposed that students should explore collaborative approaches by working in pairs or groups. Additionally, Teacher 3 stressed the significance of staying up-to-date in their studies as a means to boost their confidence. In contrast, Teacher 4 encouraged students to invest additional effort into subjects they find challenging. Unfortunately, Teacher 2 did not offer a response to the query, and Teacher 5's contribution lacked clarity. These diverse recommendations present students with multiple techniques to enhance their self-confidence while preparing for exams, particularly in challenging subjects.

Q5: What stress management strategies would you recommend for master's students who often deal with high-pressure exams?

This question aimed to collect practical stress management advice from five teachers to help master's students deal with the stress of high-pressure exams. Teachers 1, 3, and 5 emphasized the importance of maintaining a healthy lifestyle, with a focus on getting enough sleep during revision to reduce stress. Teacher 3 also suggested choosing study partners who are supportive and productive. Teacher 4 advised students to face their fears by challenging themselves, managing time well, setting clear goals, and using planning to control stress. Unfortunately, Teacher 2 did not provide a response to this question.

Conclusion

This chapter has presented the findings obtained from both the questionnaire distributed to Master 2 students and the interviews to the teachers. The answers of students have provided accurate data on the psychological factors that lead to effective revision for their exams. The results obtained from the questionnaire have indicated that these students rely on different psychological factors when preparing for their exams and use different strategies too. Interviews with teachers on the other hand provided more insights into how students can revise better. These outcomes will be interpreted and explained in details in the coming chapter labeled the discussion chapter.

Introduction

This chapter discusses the results of the study in relation to the research questions. The findings deriving from students 'questionnaires and teachers' interviews are analyzed and interpreted together, and this is because of the correlation that exists between the outcomes collected from these two research tools. The results are then discussed and interpreted in relation to the literature review presented in chapter one. The chapter comprises three major sections which aim to provide an answer to the research questions asked in the introduction .First, it discusses the results obtained from the students' questionnaires about their perspective on the the efficiency of psychological factors in revision. Then, it discusses the psychological factors students use in their revision sessions for exams.Finally, the third part discusses the teachers' perspectives on what makes students revise effectively for their exams.

4.1.Discussing the Findings of Students's Questionnaires

4-1-1-Student's Perspective on the Efficiency of Psychological Factors on Revision

According to the findings gathered from the students ' questionnaire, the results show that the majority of students are aware of the impact the psychological factors have on their revision. To begin with, As revealed in (table 2),(94%) of them hold positive thoughts and feelings during their revision sessions ,while just a small portion (4,44%) show uncertainty ,and (1,11%)express a negative perspective on it.This result strongly confirm that having positive thoughts and feelings impact how well our revision process goes just as studies have shown that individuals experiencing positive emotions tend to have better memory and cognitive performance (Isen,2001).Furthermore, The fact that a significant majority of students (94%)hold positive thoughts and feelings during revision align with the concept of intrinsic motivation. In the

context of self determination theory ,students who approach revision with positivity and enthusiasm are likely intrinsically motivated .They engage in revision because they find it personally meaningful and satisfying .Intrinsic motivation is associated with a sense of autonomy and a genuine interest in the task (Deci & Ryan ,1985).On the other hand, the other portion of students (4,44%)who show uncertainty and those with a negative perspective (1,11%)maybe influenced by external factors and social cognitive processes .Social cognitive theory posits that individuals 's beliefs and attitudes can be shaped by environment and social interactions .And those with uncertainty might be influenced by mixed messages or experiences ,while those expressing negativity may have encountered challenges or negative feedback that affected their self efficacy and belief in their abilities (Bandura, 1986).

Second, drawing from the questionnaire once more, when considering the influence of students 's motivation on their revision process ,diagram(1) reveals that the majority of participants (83%)reported that high motivation positively affects their revision .In contrast, a smaller percentage (7%) responded with "maybe " ,and (11%)of the rest participants stated that they did not experience any impact out of motivation That is to say, in the context of self determination theory(Deci & Ryan, 1985),the majority of students (83%)who report a positive impact on their revision aligns with the concept of intrinsic motivation which is associated with genuine interest and autonomy over tasks ,which can lead to more effective and satisfying learning experiences (Deci & Ryan,1985)

The participants who responded with "maybe "representing (7%),might reflect a level of ambivalence of external regulation of their motivation .This corresponds with the idea that external factors can sometimes influence motivation as discussed in the theory of self -determination (Deci and Ryan, 1985).

The (11%) of those who felt that motivation had no impact might have experienced challenges or a lack of self efficacy ,as suggested by social cognitive theory (Bandura, 1986).They may not believe that their motivation directly affects their ability to revise effectively.

Thirdly, concerning the stress management 's influence on revision process, diagram (2) displayed that more than (70%) of master two students experienced improvement on concentration, focus and information retention during revision due to stress reduction, and while less than (20%) responded with just slight impact, (10%) answered with having no impact at all.

These findings suggest that effective Stress management techniques can significantly improve the revision process for a substantial majority of master two students .The positive impact on concentration ,focus and information retention goes hand in hand with the self determination theory (Deci & Ryan,1985),where reduced stress can lead to more intrinsically motivated and self determined approach to revision.

In addition to the previous psychological factors, diagram (03) reveals that the majority of students (78.94%) recognize the influence of self confidence on the efficiency of their revision process. This finding further emphasizes the role of psychological factors in shaping the revision experience .It is crucial for students to have confidence in their abilities to engage effectively in the revision process(Bandura,1986).

Furthermore, teacher's views points also agree with the positive perspectives of the students about the positive impact of psychological factors on students revision experience such what was stated by teacher (03)" yes, psychological factors play an important role because they contribute to the learning process " .Similarly, teacher(04)expressed a Supportive stance ,indicating "yes, they do. I mean that being prepared psychologically may help students to work well for their exams' ".teacher 05 "yes.. " .Moreover ,the consensus among teachers continues

to strengthen. Teacher (05) concurred with the prevailing viewpoint, stating, "yes, of course, motivation as a main positive factor." Additionally, teacher (02) added to the discussion, highlighting that "psychological factors lead to effective revision. Motivation is one of the main psychological factors that influence revision. A student who sets a goal such as having a certain grade or passing an exam with an excellent grade is certainly the one to revise early and effectively for the exam. Another factor is self-confidence, a student who believes in his abilities and skills is the one who perseveres in revision even the most difficult lessons. Others who have low self-esteem are more likely to quit revision once they find the lessons or some points of lessons difficult to grasp. Furthermore, stress can influence students even the greatest one. Stress can lead to burnout that students give up on revising and focus on negative background thoughts about the exams such as "this module is difficult, I will not certainly not get a good mark." "the teacher's exams are always difficult." On the contrary, a student who manages to control their stress by converting the negative thoughts into the positive thoughts such as "if it didn't work for others, it might work with me" or "I have to do my best, the rest will come" is certainly the one to do better because they are more focused on their revision. Teacher (01) echoed these sentiments by saying. Additionally, teacher (02) added to the discussion, highlighting that "psychological factors lead to effective revision. Motivation is one of the main psychological factors that influence revision. A student who sets a goal such as having a certain grade or passing an exam with an excellent grade is certainly the one to revise early and effectively for the exam. Another factor is self-confidence, a student who believes in his abilities and skills is the one who perseveres in revision even the most difficult lessons. Others who have low self-esteem are more likely to quit revision once they find the lessons or some points of lessons difficult to grasp. Furthermore, stress can influence students even the greatest one. Stress can lead to burnout that students give up on revising and focus on negative background thoughts about the exams such as "this module is difficult, I will not certainly not

get a good mark ".the teacher 's exams are always difficult " .on the contrary, a student who manages to control their stress by converting the negative thoughts into the positive thoughts such as " if it didn't work for others, it might work with me " or " I have to do my best ,the rest will come " is certainly the one to do better because they are more focused on their revision." .Teacher (01)echoed these sentiments by saying "Yes, I believe that psychological factors lead to effective revision for MA Students. Factors such as motivation, the desire to be successful by achieving satisfactory results, and they want to attain satisfaction may foster students' efficacy in revisions for exams."

This collective perspective among teachers underscores the importance of psychological factors .Such as motivation, self - confidence and stress management in shaping the quality and effectiveness of students' revision efforts.

4-1-2.The psychological factors students use in their revision sessions for exams

The findings of the practical work as seen in diagram (4) ,37 participants that represent (37,75%) state that they incorporate self regulation factor in their revision ,27 others who represents (27,55%) said motivation, and 11 others of them representing (11,22%) say that they use self efficacy ,while (16,32) choose stress management ,(7,14%) claim that they use other factors . Based on these findings, we see that M2 students use psychological factors differently in their revision sessions. According to self determination theory, individuals have varying levels of intrinsic motivation ,which is the internal drive to engage in an activity because it is personally meaningful and satisfying .Some students may incorporate psychological factors such as self regulation ,motivation ,or self efficacy in their revision because they are intrinsically motivated. They find revision inherently rewarding and enjoyable ,driven by their own interests and goals (Deci &Ryan ,1985).In contrast, some students may not possess the

same level of intrinsic motivation ,resulting in variations in how they use these psychological factors .This variation in their approach to psychological factors can be further be explained by social cognitive theory which suggests that individuals beliefs and behaviors are influenced by their social environment and interactions(Bandura,1986). Thus, external factors such as peer discussions ,teacher guidance or previous experiences can play a significant role in shaping how students choose to employ these psychological factors in their revision strategies.

Moreover, as displayed in table(03), when students were asked about the effective psychological factors they use the most ,(15,15%+03,03+03,03+03,03) of students answered that they use self regulation, (18,18+03,03%)revealed that they use time management ,(12,12%) use stress management ,(09,09%) self confidence, (03,03%+3,03%) concentration and focusing ,(03,03%) metacognition ,(3,03%) self discipline, sleeping (03,03%),motivation (3,03%),(03,03%) healthy lifestyle, planning my work (03,03%),Self criticism (3,03%).

Students who prioritize self regulation are actively involved in monitoring and controlling their learning .This aligns with the principles of self determination ,as self -regulated learners exhibit a high level of autonomy and take an active role in their revision process (Deci & Ryan,1985).

Effective time management reflects a students 's ability to set priorities and allocate their time efficiently ,which is essential for self determined learning (Deci & Ryan,1985)

The ability to manage stress effectively reduces external barriers to learning which can enhance intrinsic motivation ,a key component of self determination (Deci & Ryan,1985).

Self confidence is linked to self efficacy (Bandura, 1986)and is an integral part of self determination .Students with self confidence are more likely to be intrinsically motivated and take an active role in their revision.

Prioritizing concentration and focus suggests that students are engaged in deep and meaningful learning ,reflecting intrinsic motivation (Deci & Ryan, 1985).

Métacognition, which involves awareness and control of one thought processes ,is a self regulatory strategy that aligns with self determination principles ,indicating active involvement in learning (Deci & Ryan, 1985).

Self discipline is crucial for effective self regulation and is synonymous with self determined learning ,as it reflects a student's ability to control their learning processes (Deci & Ryan, 1985).

The explicit mention of motivation suggests a strong internal drive to engage in revision ,aligning with the principles of intrinsic motivation and self determination (Deci & Ryan, 1985).

A healthy lifestyle positively impacts well-being ,which can in turn influence motivation and self-determined learning (Deci & Ryan, 1985).

Effective planning is associated with goal setting and intrinsic motivation ,both of which are integral to self determined learning (Deci & Ryan, 1985).

Self criticism may indicate students who actively reflect on their performance and seek to improve ,demonstrating self regulation and self determination (Deci & Ryan, 1985).

4.2. Discussing the Findings of Teacher's Interviews

4.2.1. The Teachers Perspectives on what Makes Students Revise Effectively for Their Exams

Based on the data gathered from the interviews with teachers, all of them provided students with strategies for effective revision. As stated by Teacher 01, “My advice is that they should never give up, make efforts, and not be discouraged by past failures. They should be confident and continue working hard to succeed.” Based on the Self-Determination Theory, this advice encourages intrinsic motivation by emphasizing that students should persist despite past failures and work hard. It promotes students' autonomy, competence, and relatedness, which are key components of intrinsic motivation (Deci and Ryan, 1985).

From a Social Cognitive Theory perspective, the teacher's advice relates to the concept of Self-efficacy (Bandura, 1977). "Students should stay healthy: they should eat nutritious food and get enough sleep to avoid getting tired during revisions."

From a Self-Determination Theory perspective, this advice aligns with the concept of autonomy and basic psychological needs (Deci and Ryan, 1985). Basic psychological needs, including the need for relatedness, are essential for motivation. Healthy eating and adequate sleep not only have physical benefits but also impact students' mental and emotional well-being. When students meet their basic needs, such as maintaining good health, they are more likely to have the mental and emotional resources for effective learning (Deci and Ryan, 1985).

In addition to the Social Cognitive Theory perspective, this advice reflects the importance of self-regulation and self-efficacy (Bandura, 1977). "In my opinion, students should help one another. They can revise in pairs or in groups. In this way, they may attain self-confidence." Self-Determination Theory, proposed by Deci and Ryan, emphasizes the role of autonomy, competence, and relatedness in human motivation and well-being. When students help each other, as suggested by the quote, they are encouraged to make independent choices in their learning process. This autonomy allows them to take ownership of their learning, ultimately leading to increased self-confidence (Deci and Ryan, 1985).

In the context of Social Cognitive Theory, developed by Bandura, the quote highlights the importance of social interactions and observational learning. When students revise in pairs or groups, they have the opportunity to observe and learn from their peers. This aligns with Bandura's concept of social modeling, where individuals acquire knowledge and skills by observing and imitating the behaviors of others (Bandura, 1977).

In addition to Teacher 01, Teacher 02 stated, "Students should keep in mind that the exam is completely different from what was studied. Students should remember that the exam will not

come from Mars as long as they are on Earth. Obviously, the exam is all about what they study in class. They should also keep background thoughts related to the modules or the teachers who teach the module away... I advise them to seek help from their peers or teachers when stuck.”

The teacher ‘s advice aligns with aspects of the Self -determination theory (SDT),particularly in fostering autonomy and relatedness .

For autonomy,SDT posits that individuals are motivated when they feel a sense of autonomy , the ability to make choices and control their actions (Deci & Ryan,2000).The teacher's suggestion for students to keep background thoughts away and seek help from peers or teachers when stuck encourages autonomy .By letting go of distracting thoughts and reaching out for assistance ,students gain a sense of control over their learning process.

For the concept of competence, feeling capable and effective ,is crucial in SDT(Deci & Ryan,2000).The teacher's advice acknowledges the challenge of exams being different from what was studied . By recommending that students seek help when needed , the teacher supports the development of competence. This aligns with SDT,as competence is fostered when individuals actively engage with challenges and seek the necessary support.

For Relatedness : SDT emphasizes the importance of social connections and relationships (Deci & Ryan, 2000).

Encouraging students to seek help from peers or teachers when stuck

promotes relatedness. Collaborative learning and seeking assistance contribute to a sense of connection and shared understanding, meeting the need for relatedness.

The teacher's advice resonates with key principles of Albert Bandura's Social Cognitive Theory, emphasizing the role of observational learning, self-efficacy, and social influence.

Starting with Observational Learning, According to Social Cognitive Theory, individuals learn by observing others (Bandura, 1986). The teacher's advice

encourages students to keep in mind that the exam is directly linked to what is studied in class, highlighting the importance of observation and learning from the educational environment.

Then, Bandura's theory underscores the significance of self-efficacy—the belief in one's ability to succeed (Bandura, 1986). By advising students to seek help from peers or teachers when stuck, the teacher promotes the development of self-efficacy. Collaborative learning and seeking assistance contribute to building confidence in one's capabilities.

Lastly Social Influence, The Theory emphasizes the impact of social interactions on learning and behavior (Bandura, 1986). The teacher's recommendation for students to seek help from their peers or teachers underscores the importance of social influence in the learning process. Interacting with others for support enhances the social dimension of learning.

“Focus on understanding rather than memorizing. In order to do so, I highly recommend summarizing, paraphrasing, and brainstorming... looking for concrete examples for abstract notions.”

The teacher's advice aligns with the principles of the Self-Determination Theory (SDT), emphasizing autonomy, competence, and relatedness in learning (Deci & Ryan, 1985). By advocating understanding over memorization, the approach promotes autonomy, allowing learners to engage in meaningful, self-directed learning experiences. Summarizing and paraphrasing enhance competence, fostering a deeper grasp of concepts.

Additionally, brainstorming and seeking concrete examples facilitate relatedness by connecting abstract notions to real-world contexts, enhancing motivation and engagement (Vansteenkiste et al., 2020).

The teacher's advice aligns with the principles of Social Cognitive Theory

(SCT), particularly the emphasis on observational learning, self-regulation, and the role of external reinforcement (Bandura, 1986). By encouraging students to focus on understanding, summarizing, and paraphrasing, the approach aligns with SCT's emphasis on cognitive processes and active engagement in learning. Additionally, brainstorming and seeking concrete examples facilitate observational learning, as students can model their understanding based on examples and experiences (Bandura, 1977). The incorporation of external reinforcement through the search for concrete examples further supports the SCT's idea of learning through consequences and rewards.

Moreover, Teacher Three also stated strategies “To avoid stress and be organized learners.” “Some techniques include time management, having enough information about each module, and using technology.”

As for this teacher's advice, it emphasizes the importance of aligning students' expectations. According to the Self-Determination Theory, autonomy is a crucial factor in motivation (Deci and Ryan, 1985). By assuring students that the exam is not disconnected from what they study in class and does not come from an entirely different world like Mars, the teacher is supporting students' sense of autonomy. This reassurance can help students feel more in control of their learning and reduce anxiety, ultimately contributing to their motivation and self-confidence.

In addition to that, the teacher's suggestion for students to seek help from peers or teachers when they encounter difficulties aligns with the relatedness component of Self-Determination Theory. Social interactions and help from peers and educators foster a sense of connection and belonging, which is essential for students' motivation (Deci and Ryan, 2000). And its guidance to focus on understanding more than memorizing resonates with Social Cognitive Theory

because Bandura's theory emphasizes the role of self-regulation and active cognitive processes in learning (Bandura, 1977).

Time management and having enough information about each module are crucial for self-regulation and autonomy, as outlined in Self-Determination Theory (Deci and Ryan, 1985). Using technology to access information and resources aligns with Social Cognitive Theory, which recognizes the role of external sources in facilitating learning (Bandura, 1986).

In addition to the previous teachers, there were other teachers who also provided advice. Teacher 05 said, "Students should enjoy the process of learning." Encouraging students to enjoy the process of learning reflects the concept of intrinsic motivation, a key concept in Self-Determination Theory (Deci and Ryan, 1985). "If they are prepared enough to be engaged in challenging tasks, they will be confident." This suggestion of the teacher aligns with Self-Determination Theory's emphasis on competence, which is one of the basic psychological needs that drives motivation. When students feel adequately prepared to take on challenging tasks, they are more likely to experience a sense of competence (Deci and Ryan, 1985).

First of all, having a healthy lifestyle." This aligns with Social Cognitive Theory, as a healthy lifestyle can impact students' ability to self-regulate their learning and engage in challenging tasks. Bandura's theory highlights the influence of personal factors, such as physical well-being, on learning and self-efficacy (Bandura, 1986).

Lastly, Teacher 04 stated that "being prepared psychologically may help students to work well for their exams." "To be well organized, to keep revising lessons regularly, and to be eager to know more." "They should plan for their revision, be focused, and set the objective that they should succeed in the end." "Students should always be prepared to face their fears by challenging themselves, managing time, setting clear objectives, and controlling their stress through planning."

According to Self determination theory, individuals are motivated when their psychological needs for autonomy, competence, and relatedness are satisfied (Deci & Ryan, 2000). Teacher 04's emphasis is students being well-organized, regularly revising lessons, and setting objectives corresponds to the need for competence and autonomy. By planning for revision and setting objectives, students are empowered to take control of their learning, satisfying their need for autonomy.

And according to Albert Bandura's social cognitive theory, the teacher highlights the role of self efficacy and observational learning (Bandura, 1986). Teacher 04's advice encourages the development of self efficacy by urging students to face their fears, manage time, set clear goals, and control stress through planning. By challenging themselves, students can enhance their belief in their ability to succeed, aligning with the concept of self efficacy.

By this, we can confirm the third hypothesis for question three based on the opinions given above by teachers.

4.4. Recommendations

Based on the data gathered, we recommend Master 2 students to adhere to strategies that are related to psychological factors to have a very effective revision experience and, as a result, perform at the highest level in exams.”

Conclusion

In this chapter, we discuss the results related to the study's three research questions. We can conclude that all three hypotheses have been confirmed. Master 2 students at UMMUTO, studying in the English department, use psychological factors in their revision sessions. Both students and teachers agree on the importance of psychological factors in revision, as they enhance overall exam performance. They emphasize self-regulation, motivation, stress management, self-efficacy, and other essential factors for successful

revision. Additionally, teachers recommend strategies like maintaining a healthy lifestyle and effective work planning for better revision.

General Conclusion

The study was set to investigate the role played by psychological factors on successful revision for exams for MA.2 students in The Department of English at the University of Mouloud Mammeri of Tizi Ouzou. It sought to determine the student's influence of psychological factors on the effectiveness of revision. It also attempted to identify the specific psychological factors that contribute to effective revision. Lastly, it aimed to gather insights and advice from teachers regarding effective revision techniques. The investigation in this area is very important because no researchers investigated it. The study relied on two theories; Self Determination Theory and Social Cognitive Theory. The self Determination Theory is a theoretical framework proposed by Ryan and Deci(2000) that examines what drives human motivation, it helps to understand the entire motivation process and incorporates other factors too. The Social Cognitive Theory on the other hand, is proposed by Albert Bandura(1986). It suggests that we learn through observing, imitating and interacting.

To answer the advanced questions and test the hypotheses of the study, a mixed-method approach was selected, combining both quantitative and qualitative methods for the sake of collecting and analyzing data. This data was drawn from two distinctive sources. (57) MA.2 students from the Department of English at MMUTO were randomly selected to respond to a questionnaire. Likewise, five teachers from the same setting were selected to be interviewed. For quantitative data analysis we based our analysis on the Rule of Three for the evaluation of statistical data. In addition, to this statistical method, Qualitative Content Analysis was adopted to analyze the data gathered from the interview.

Relying on the data analysis, the findings were synthesized thus providing answers to the research questions advanced in the study. We found that the majority of students actually know what psychological factors are as most of them got the definition correct. When asked

about the efficiency of psychological factors in revision, the majority of the students affirmed that They make studying more enjoyable and less stressful. The results showed that most students understand and use psychological factors in their revision process and are aware of their relevance in the academic environment.

Furthermore, on the psychological factors students use in their revision , most students affirmed that they use psychological factors in their revision and specially self -regulation. The findings state clearly that respondents pointed at self -regulation as a major factor they incorporate in their revision sessions for good results .The findings also shed light on other factors such as “motivation, self -efficacy and stress management. Moreover, the research has highlighted the different strategies learners can use to effectively revise provided by their teachers. All the hypotheses in the general introduction were affirmed.

All in all ,relying on our theoretical framework mentioned in the literature review of the study, the following conclusions are drawn :psychological factors lead to successful revision according to both MA. 2 students and their teachers Besides, the majority of students use them in their revision process; They mentioned factors like self -regulation, motivation, self -efficacy and stress management.

We hope that the findings of this work have contributions to students' understanding of ways to approach learning for effective study times .

It is important to note that our study faced some limitations and constraints. One notable constraint was the limitation of time. If we had not been restricted by time, we could have conducted an experimental study with the perspectives of Advanced EFL students in certain private schools in Tizi-Ouzou. This approach would have allowed us to collect more solid, valid, and dependable data about our research topic.

We also hope that this research will serve as a foundation for future researchers who are interested in the same field, as it can help them to better understand revision as a cognitive process. Additionally, further research could aim to uncover the factors that are affecting students' self-confidence in education, explore how cognitive load links to positive revision outcomes, understand the relationship between learning styles and revision, and examine the role of metacognition in the revision process. Additionally, it can look into the importance of using memory enhancement techniques during revision and how cognitive strategies are linked to revision improvement. Lastly, the influence of working memory on information retention during revision can be explored as well.

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Appendix 1:Students ' Questionnaire

Dear Students,

This questionnaire is an important part of our research, aiming to explore “The Psychological Factors that contribute to Effective Revision for Exams”among master's students in the Department of English at the University of Mouloud Mammeri in Tizi Ouzou. Your responses will remain completely anonymous, and the data collected will be used solely for academic purposes.

Please mark your responses with an asterisk (*) and share your thoughts when requested.

But first of all, we suggest a definition for the following concept to simplify answering questions for you.

Psychological factors include things like our motivation, self-confidence ,and how we handle stress ,which all influence our actions and decisions (Jones,2020).

We sincerely appreciate your valuable contribution!

Section one : Students' Background information

1. Please indicate your Gender

- Male
- Female

2- How old are you?

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3-What program are you enrolled in?

- Language and Communication
- Literature and Civilisation
- Didactics
- LAID

Section Two:Students'Perspective on the Efficiency of Psychological Factors in Revision.

4.According to you ,Psychological Factors are;

- Integral components of human experience, playing a crucial role in shaping our thoughts, emotions, and behaviors
- The internal mental processes and experiences that influence human behavior and decision-making.
- Factors that influence our perception about life
- External mental processes that affect the world around us

5.How do positive thoughts and feelings impact how well your exam study sessions go?

- They make studying more enjoyable and less stressful.

- Positive thoughts keep me going when the material is tough.
- I usually do better in exams when I'm positive.
- They calm my nerves and make me feel relaxed when I study.
- I remember things better when I'm in a good mood.
- Positive emotions don't seem to affect my exam prep.
- I'm not sure if being positive makes a difference in my study.

6. Studies show that students understand and learn better when they are highly motivated and eager during revision. Does this apply to you too?

- Yes
- No
- Maybe

7. To what extent does being stress-free significantly improve your concentration, focus, and information retention during revision?

- Not at all
- Slightly
- Significantly

8. Does your self-confidence influence the quality of your revision outcomes?

- Yes
- No
- Maybe

Section Three: Psychological Factors Students Use in their Revision

Sessions for Exams

9. What psychological factors do you incorporate in your revision process?

- Motivation
- Self-regulation
- Self-efficacy
- Stress management
- None of the above

Other:.....

10. Is dividing your work into smaller parts, having a good study environment and positive self-talking helpful during your revision ?

- Extremely helpful
- Slightly helpful
- Not helpful at all

11. Do you use techniques like deep breathing to manage stress during revision ?

- Yes
- Sometimes
- No

12. Making a detailed study plan and setting clear goals helps students stay focused while revising .In your case,Is this statement true or false ?

- True
- False

13. Do you visualize your work while revising? How about giving yourself positive affirmations?

- Yes, I always do
- Sometimes
- Rarely
- No
- I visualize, but i do not self confirm

14. What, in your opinion, are the psychological factors that help with effective revision? please explain.

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Appendix 2: Teachers Interview

This interview is part of a master dissertation research study entitled " The psychological factors that contribute to effective revision for exams " followed for the academic year 2022-2023. We thank you in advance for accepting to answer our questions that help us get more insights about our topic issue.

Teachers ' perspective on what makes students revise effectively for their exams.

1.In your opinion , do psychological factors lead to effective revision for MA. students ? How ?

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2.what advice would you give to students to stay motivated during their revision period for exams ?

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3.Are there any specific self-regulation techniques you would recommend MA students to use in order to stay focused and organized during their revision period for exams ?

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4. In your experience, how can students boost their self-efficacy (self confidence) when preparing for exams, especially in subjects they find challenging?

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5. What stress management strategies would you recommend for master's students who often deal with high-pressure exams?

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Thank you