

The Relationship between Cognitive Excitement and Educational Resilience with Students' Anxiety Test

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Abstract: The purpose of this study was to determine the relationship between cognitive-emotional regulation and academic resilience with exam anxiety. The research method is descriptive correlation. The statistical population of the study is all elementary students Primary schools of Fouman who are studying in the second semester of 2016-2017. The sample consisted of 130 students who were ed by cluster sampling. The instrument of this study was questionnaire. Three questionnaires were used: Cranffsky's Cognitive Censorship Management, Anxiety Test, Abolghasemi and EPT Educational Resilience. The data were analyzed using regression and Pearson correlation. The results of this study showed that there is a relationship between cognitive emotion regulation and academic resilience with exam anxiety. Regarding the results of cognitive regulation of excitement and academic achievement, they have been able to predict test anxiety in students (P

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