The extent of practice of distinguished students at the secondary level of exams management skills and its relationship to some variables

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Abstract

The study aimed at identifying the extent of distinguished students' practice of the skills of exams management and their relationships of the variables of (sex and type of school) at the secondary stage.

The descriptive approach was followed to investigate practice the level of the skills of exams management of the population of the study and its sample consisting of (96) male and female students in the first scientific secondary class in king Abdullah The Second school for Distinction at Irbid First Directorate, compared with (96) distinguished students at public school in the same directorate.

The results showed that the practice level for the instrument as a whole was high, and there were statistically significant differences at ($\alpha = 0.05$) that could be attributed to sex to the advantage of females and differences attributed to (school type) to the advantage of (public schools), and that there is a positive relationship with the collection.

Keywords, exams management skills, distinguished student, academic achievement

Introduction

Attention to skills of exams management and tested wisdom and study skills increased at the end of the twentieth century; especially after the development of application programs, the skills to use it, the flow of information, and dispensing methods rote, repetition, and information retrieval (Abu Hashim, 2008).

The student must have the skills to control and manage information, and guidance to learn, to employ it in the performance and management of his exams; otherwise he will fail in achieving his objectives moreover his learning will have no meaning of (Ackgoz, 2005).

The problem of failure increases daily, due to the loss of skill to deal with the new developments, and the skill of the management of testing situations and exams (Kucukahmet, 2002); students who own the study skills as well as their mental abilities do better in exams than those who lack these abilities (Teker, 2002), also study skills and management of examinations are what distinguishes successful student from the other (Bailey & Onwuegbuzie, 2002).

Feedback resulting from evaluation operations, which constitute the axis of the educational system, is the motivation that leads the educational institution to work to improve its programs, goals, and methods of teaching, furthermore to concern for the physical and human environment and the performance of its employees which is reflected on its outputs (Mcmillan, 2001).

Although Jordan has developed its curriculum according to the theory of knowledge-based economy that requires the evaluation based on performance strategies, record fiction, cohabitation, observation tools, and checklists, monitoring, and ladders of numeral and verbal evaluation, but what is tangible in the applied fact, and in the daily teacher practices is that we are still captives of the paper and pen strategy (exams); so how about if the only strategy to measure the outcomes of public education in Jordan is the secondary school exam even though it falls short to evaluate the real learning of these students (Marazano, & MacTigh, 1992).

When education is revolving around the rule of (evaluation driving education) the teacher will be guided in his education towards the objectives of evaluation and its mechanisms; thereby the education loses its effectiveness and living function, and the problem is compounded when the targets measured by the test are not basically the objectives of education (Davies, 1989, p.5).

So the perspective of caring of supports and skills that help the student to employ his mental abilities in a framework of living skills to achieve what he looks forward to achieving after having a high grades and when the skills of exam management has become one of the learned and planned for skills.

Success requires a high level of time management skills, control, focus, conservation, and regulation, and academic achievement depends as well on the motivation and the desire to learn, the extent of neutralizing determinants, and resistance of panic and frustrations factors, (Fidan, 1996). As the outstanding student may fail although he spends a lot of time to study; as what matters is not the length of time, but to control, invest, and practice of the study skills, and the management of exams, (Turkcan, & Ocala, 2003).

Some studies have shown that 80% of achievement is by (20%) of the qualitative effort, In contrast, the (50%) of the students learn is forgotten after 20 minutes, and (25%) of what is forgotten happens after 24 hours and (13%) will be forgotten after a week and (12%) during a month. www.thegreatgod.com/Derasat_effective_study.htm.

So it is indispensible to take care of memory supports and its skills such: retrieving ideas, mental and place images and the process of bringing meaning and linking them together, these skills have variant tools and approaches working together (forming a strategy) and strengthening each other and have no effect when working as individuals (Gettinger& Seibert, 2002).

Given the importance of these skills in the formation of life skills; the West introduced it to the public education in the form of educational workshops, as it was approved in the Higher Education as training sessions for undergraduate students since (1920), these skills has been common and widely spread in public and private universities since (1960) where it was provided by private consulting service institutions in the form of educational and training packages (Turkoglu, et al, 1996: p302).

In America, exams management skills were surrounded by care and attention at all levels and stages of public education (Gall, et al, 1990); and the teaching of these skills became equivalent to the teaching of concepts and vocabulary.

Among the most important and the most dangerous exams management skills is time management; where it offers the opportunity to accomplish a lot of tasks at the optimum time; so the student invests time, and provides extra time for other achievements; as the one who has time management skill possesses the key to success; it is the rule of the trade-off between the outstanding.

 Also stress and anxiety and psychological pressure management, which is very important; since mental excessive stress limits memory; however, a reasonable amount of anxiety and tension increases the ability to concentrate, pay attention, and calling more information effectively (Nelson & Gilbert, 2005).

 Some studies have shown that students who are trained to positive study skills; such as taking notes, and review the notes are achieving more than those who do not have such training (Austin, et al, 2003). A student may feel a state of turmoil accompanied by a degree of tension in the exam situations, and the pace of anxiety would be raised so he see the evaluation as a danger threatening him the matter that causes his achievement to be low and chaotic (Abdul Ghaffar, 1989).

One of the good learning skills that students should master is the collection of information and new ideas through reading and listening, taking and organizing notes, linking it to the previous learning then the ability to summon and employ them in different examl situations. (Aldhamen and Salman, 2003: 131)

some studies have dealt with exams management and their relationship with the skills beyond knowledge, some of them studied the exam administration as part of life skills included in the skills of beyond knowledge (Gokhan, et al, 2009), (Moha, 2011) handled the role of study skills and exams in the correction of the course of the study and its impact in directing the student toward a particular specialty, (Abu Hashim, 2008) tried to identify the most influential and practical exam skills.

(Abu Alia, 2003) considered the differences in the forms, and the skills beyond knowledge related to the field the preparation for the exams of the talented students, (Sarwar, 2009) studied the relationship between exams management skills of the phases of secondary school and university and their relationship to raise efficiency of the talented.

In Iraq, (Abdul Karim, 2007) studied the impact of the use of exam questions and pre-preparatory models and its impact in achievement and exam anxiety, (Al-Jubouri, 2006) studied exam anxiety and its relationship with skills beyond knowledge of the outstanding students.

In Jordan, we not hardly touch interest) in exams management skills in our curricula in its different levels (in public and private schools) and (colleges and universities; which is negatively reflected on students and their achievement due to their lack of this skill, and its extension to weakness in life skills .

With respect to the investment in mental energy and taking care of the outstanding, it is of the pressing issues in our contemporary society; as Switzerland, Japan, Taiwan, South Korea, Malaysia, do not possess very big material wealth but they are of the major industrialized countries; for their good sponsorship of the talents in the various age groups, and the optimal use of the creative capabilities of its members in order to achieve prosperity and development of society. (Gaddafi 0.1996: 21)

In Jordan, attention to talent and excellence have been started with the release of educational institutions system for the gifted and talented students issued under paragraph (b) of the articles (41-45) of the Education Law No. (3) for the year 1994; where these programs began with pioneering centers in (1996), followed by academic acceleration program (1997), then King Abdullah II Excellence schools (2001), and then gifted rooms in (2002), Department of guidance of the outstanding and gifted students was founded by the year (2011) for guidance, academic and psychological follow-up.

King Abdullah II schools of Excellence have been established as a royal initiative to provide an enhancing educational pattern in a distinct learning environment; to prepare promising leaders in various disciplines; where it began one school in Zarqa Governorate in the academic year (2002/2003) and reached ten schools in (2013) spread over ten Governorates: (Zarqa, Irbid, Salt, Aqaba, Tafila, Ajloun, Maan, Mafraq, Karak and Madaba) (Directorate of gifted and talented students programs / Ministry of Education, 2013)

Researchers in this category cared about and were concerned with its programs and curricula, educational environment, and the limitations and difficulties; Waugh, & Addison, 1998) (Kmber & Leung, 1998) dealt with this category in terms of learning style; Students with deep method of learning with the goal of understanding are characterized in their interest in the activity, research and the organization of new ideas, and linking it to their knowledge, and their life experiences.

Students with strategic approach whose aim to get the highest score; are characterized by the organization and management of time and effort, and prediction of the questions of the tests through access to previous models, some studies mentioned that there have been problems and difficulties in this category as a study (Mabrook, 2003 (Salamah, 2004) , and (Kiyumi, 2008); the existence of such kind of students causes anxiety and frustration among teachers, family and school as they have this capacity but they cannot afford to employ it; therefore it is necessary to provide students with the necessary skills to help them fill this gap through tests skills. (Mohammed, 2009).

Khuzam, and Aissan (1993: 328) studied the learning strategies and its applications, which is necessary for the acquisition of information, storage and use.Some researchers were interested in strategies for learning that guide students' thinking to achieve the objectives set in accordance with the school's philosophy, as they stressed the importance of mental and internal factors of the individual rather than the external factors and environmental stimuli, Brunner has focused on exploratory learning by giving an incomplete educational material; to excite reactions of the students to discover this shortage (Abbasi,2011)

Educators were interested in thinking programs as a subject stand-alone, and the skills of thinking beyond the cognitive, which manages the cognitive processes, including: planning, monitoring and evaluation, " that aims to encourage students to think about what they think, and to increase awareness of the operations of self-reflection, and learning from others" (Lipman, 1991).

The problem of the study

Examinations constitute a nightmare for the Jordanian society, including the general secondary school; because what it requires of preparation; not only to succeed, but also get a competitive seat; the matter that requires a high grade; consequently this should be preceded by preparation from the beginning of the educational ladder. The results of general secondary school certificate exam for the year 2013 / 2014 which are very low provided the universities by very weak achievement students giving a strong alarm.

On the other hand the meaning of the excellence school gives the impression that the high achievement is for granted product of these schools gives a positive halo effect for the students in some cases but in other ones it may be negatively reflected. The mental and the cognitive excellence and mastering skills are necessarily leading for high achievement since there should be some supportive tools and some helping skills such as the skill of exam management; form this point the problem of the study has been crystallized to reveal the skills of exam management practiced by the excellent students in the secondary stage and its relationship with some variables.

The problem of the study could be represented by the following questions:

1. To what extent do the outstanding high school students practice the skills of exams management?

2. Is there a statistical differences at the level of ($\alpha = 0.05$) between the estimates of the study sample on the areas of the tool attributed to the variables (gender, and type of school) and the interaction between them?

3. Is there a relationship between skills of exams management practiced by the outstanding students at the secondary level and their achievement?

Importance of the study: The study is gaining importance in that:

- It deals with a crucial skill because of its effect on the evaluation of student's achievement, and the determination of their own future.

- It targeted a layer that forms an important element; because of what it has of high intelligence and special talents; these students are best able to open new consistent horizons; to overcome the current problems facing their communities; so the interest in the outstanding students with high grades specially in scientific stream is considered a necessity imposed by the contemporary scientific and technological innovation.

- It selected the First Secondary grade which is the grade before the general secondary certificate exam which represents the setup phase to mobilize energies to pass the general secondary certificate exam to enter the university.

- Its results may draw the attention of the persons who manage the education programs and curricula in the school of King Abdullah II for excellence and in the public schools to take care of the outstanding students and to increase the quality of learning and teaching at all stages.

- It may help persons who are responsible of curriculum to take a supportive stance for curriculum development and its evaluation in the light of these skills.

- It has a special importance according to the researcher because of the lack of genuine research linking exams skills with the category of outstanding students ; it is hoped that this study fill a gap, and push research in the field of appropriate exams management skills for each stages of education.

Objectives of the study: This study aims to:

- Investigate the practice of the outstanding students of exams management skills.

- Identify the statistical differences in the practice of exams management skills according to the study variables of gender and type of school, and to identify whether there is an impact of these skills in student achievement.

The limits of the study and its determinants:

- The researcher used the tool that drawn from the theoretical literature, and previous studies yet developed and adapted; to fit in with the theme of study and its population.

- The study was limited to the first secondary grade students (scientific stream) and did not address the other grades and branches. It did not address the second secondary grade (Tawjihi) which is controlled by the atmosphere (high secondary school certificate exam) where the evaluation is the leader of education.

- The study is applied in period when the students are preparing for exams of the end of the second semester of the academic year 2013/2014 as it is a time to call such skills and practicing it.

Study Terms:

- King Abdullah II Excellence schools: are schools established in Jordan under the Education Act No. 3 for the year (1994). They provide an enriching educational pattern in an abundant learning environment; to prepare promising leaders in various disciplines attended by the higher (5%) of the students who have completed the sixth primary grade and was nominated by the school administration, teachers and parents, and passing the exam for mental and cognitive abilities, these schools implement the official

education curriculum of the Ministry of Education along with a package of life, support and enrichment skills programs.

- The Outstanding Students: These who are capable of innovation and achievement in one or more of the areas that received societal acceptance. The excellence concept reflects the meaning of activating what one has of preparations innate unusual, we mean that the individual reaches an extraordinary level of efficiency of the performance for those who are in chronological age and his environment, in the field, or more of the areas of human activity. "(Abu graduate, 2003); they are students who obtain respectively the first and the second ranks in public schools; representing the higher (5%) in achievement which is the standard selection of students in King Abdullah Excellence schools according to the official record of the end of the first quarter exams for the academic year 2013/2014.

- Exams Skills: the skills that work to raise student achievement as measured by the degree of the study tool, procedurally it is the level of the responses of the sample to the tool of the study.

- Academic achievement: procedurally is determined by the total scores obtained by students in all courses at the end (of the first semester of the academic year 2013/2014) compared to his or her response to each skill of the skills of the study tool.

The study methodology:
This study was based on descriptive approach and tried through it to survey one of the important issues that should be dealt with by the curricula in the stages of education, especially secondary ones that is exams management skills.

The study population: they are the students of the first secondary grade-scientific stream in the public schools in Directorate of Education of Irbid Governorate accounted (2622) students, (1358) males and (1264) females distributed on (58) School; (27) for males and (31) for females (Planning Department of the Education Directorate in Irbid Governorate, 2014), in addition to the first secondary grade-scientific stream students in King Abdullah II Excellence schools in Jordan whose number approximately equals (1000) students.

The study sample: the students of the first secondary grade-scientific stream in King Abdullah II Excellence schools of the Directorate of Education of Irbid Governorate who were present the day when the tool was applied accounted (96) students; (49) males and (47) females out of 107 students in the first scientific secondary grade .

Also (96) of the distinguished students in the largest 11 public schools in Irbid Directorate; (6) for females and (5) schools for males, and the sample was broken down by variables of the study, as shown in the table (1 / a).

Table (1 / a)
The distribution of the individuals of the sample according to its variables

		Type of the school					
		King Abdullah II Excellence schools		Public Schools in Irbid first Directorate		Total sum	Percentage
		Number	%	Number	%		
Gender	Male	49	25.5%	49	25.5%	98	51.0%
	Female	47	24.5%	47	24.5%	94	49.0%
	Total	96	50.0%	96	50.0%	192	100 %

The study tool and its construction steps:

- The researcher has investigated a number of studies and tools; It turned out that the Western were pioneer in the construction of such tools so some of these tools have quoted, the researcher treated and amended what is quoted in light of the study variables and objectives; relying mostly on the questionnaire of the advisory services unit and guidelines at Houston

University, 2004 which had been translated and adopted by the (Abu Hashem 0.2008: 10-11), also benefited from the classification of (Gall et al, 1990), and the study of (Abu Alia and Alwaher, 2001).

The researcher has introduced the tool to education experts, and then re-examined again it in light of their observations; so tool was reformulated in its final form in (30) skills; limited to (six) core areas each of which contains five skills that were arranged as in the table (1 / b)

Table (1 / b)

The distribution of the study skills according to the fields it belong to

No.	Field	Quantity	Items	Quantity	Field	Quantity	Items
1	Preparation for the exam	5	1-5	4	Dealing with the exam paper	5	16-20
2	Exam time management	5	6-10	5	Dealing with the answer paper	5	21-25
3	Exam anxiety management	5	11-15	6	Revision	5	26-30

The skills were arranged in a list to fall under the field that it belongs to according to five point Likert scale.

The validity of the tool:
Content validity test was performed by presenting the tool to the educational literature, as well as external validity was tested through introducing the tool in its initial form to a number of arbitrators specialized in the field of education in Jordanian universities; the amendment was done in accordance with their proposals, this procedure represents the logical validity.

The reliability of the tool:
The researcher has been satisfied with the factor of internal consistency (Cronbach's alpha) which reached (0.90) for the tool as a whole while the consistency for the seven areas ranged between (0.82- 0.89) as an indicator of the reliability of the tool.

The statistical treatment

In order to answer the questions of the study the following statistical methods were used: arithmetic average, standard deviation, two way ANOVA and Pearson correlation coefficient. The presentation of the results of each question illustrates the usage of these statistics. The statistical criteria used for interpreting the estimation of the individuals of the sample is presented in table (1/ c)

Table (1/ c)

The statistical criteria used for interpreting the estimation of the individuals of the sample

Arithmetic average	Degree of practice
From 1.00 to ≤ 1.80	Very low
From 1.80 to ≤ 2.60	Low
From 2.60 to ≤ 3.40	Moderate
From 3.40 to ≤ 4.20	High
From 4.20 to 5.00	Very high

Results of the study and discussion:
Results related to the first question that states: To what extent do the outstanding high school students practice the skills of exams management?

To answer this question, the arithmetic averages and standard deviations of the estimates of the individuals of the study sample were calculated for each item of the tool and for the tool as a whole that is related to exams management skills practiced by the outstanding students at the secondary level, Table 2 shows that

Table 2

Arithmetic averages and standard deviations of the estimates of the individuals of the study sample for each item of the tool and for the tool as a whole arranged in a descending way according to arithmetic average

Field	Arithmetic *average	Standard deviation	Degree
Revision	4.16	.55	High
Dealing with the answer paper	3.89	.66	High
Exam anxiety management	3.78	.64	High
Exam time management	3.76	.63	High
Dealing with the exam paper	3.61	.64	High
Preparation for exam	3.27	.71	Moderate
Tool as a whole	3.74	.48	High

The table (2) shows that the sample's individuals level of practice of exams management skills for the tool as a whole was a (high), with an arithmetic average of (3.74), and a standard deviation of (0.48), and the field (revision) came with a high degree in the first place with an arithmetic average of (4.16), and a standard deviation of (0.55) while the field of (Preparation for exam) came with a moderate degree in the last rank with an arithmetic average of (3.27) and standard of deviation of (0.71). It can be seen from Table 2 that five areas came with a high degree, and only one area came with a moderate degree, the arithmetic averages and standard deviations of the estimates of the individuals of the study sample were calculated for each item of the tool and for the tool as a whole and Table 3 shows that.

Table 3

The arithmetic averages and standard deviations of the estimates of the individuals of the study sample for each item of the tool and for the tool as a whole arranged in a descending way according to arithmetic average

Item No.	Item	Rank	Arithmetic Average*	Sd	Degree
29	I do not leave a question without answer especially for objective questions I put a probable answer	1	4.40	.86	Very high
27	I ascertain that there is an agreement between the answer the number of the question and its branches in the specified location assigned for it	2	4.37	.75	Very high
18	I read the question very carefully to determine what is required	3	4.29	.84	Very high
28	I ensured of the data (name and number) before delivering the paper	3	4.29	.96	Very high
26	I check the answers of the questions and its branches by placing a signal on paper beside the solved questions	5	4.17	1.04	High
25	I answer in the exact location and the appropriate area with placing the number of the question and the code of the branch	6	4.16	.90	High
1	I review the material through the coordination of content, the notes and summaries that I codified	7	4.13	1.02	High
13	I have enough time to understand the question before answering	7	4.13	.83	High
10	I follow the instruction carefully when I take the exam	9	4.11	.92	High
24	I use simple and clear language with any confusion	9	4.11	.88	High

11	I arrive to exam hall before an enough of time	11	4.07	1.03	High
8	I try to exclude every visual and audio disturbances to activate the concentration forces	12	4.06	1.01	High
9	I enhance my confidence with my good preparation and being away from anxiety	13	4.02	.88	High
21	I identify the key words of the question to formulate mentally a precise answer	14	3.95	.87	High
22	I present the elements of the answer in a logical and prepared written way	15	3.94	.85	High
19	I identify the important key words of the question	16	3.91	1.04	High
16	I read and understand the note very carefully	17	3.88	.96	High
12	I collect the time information about the exam (date, time, duration)	18	3.86	1.10	High
4	I try to forecast the exam questions during my preparation for the exam	19	3.68	1.16	High
6	I collect the qualitative information about the exam it nature, place, surrounding circumstances, conditions and standards, and it correction method to break fear barrier	20	3.66	1.19	High
30	I calculate the marks of questions branches and expect the total mark (what mark I could have)	21	3.59	1.34	High
15	I speed up in achievement to invest in the time to review the exam	22	3.58	1.10	High
23	I avoid delisting, shares and padding between the lines	23	3.27	1.23	Moderate
14	I distribute exam time according to the weight of the question (marks) allocated to each question, and in terms of importance, and difficulty.	24	3.26	1.15	Moderate
3	I answer the models of previous examinations of the course in order to practice the exam experience with similar models, and compared it with the typical answer	25	3.25	1.38	Moderate
20	I Refine easy questions to answer them first	26	3.04	1.37	Moderate
7	I stop studying an hour before the exam and avoid listening to the discussions colleagues or participating in it before entering the exam room	27	2.96	1.33	Moderate
17	I read the question paper to form a general idea of the questions before starting to answer	28	2.93	1.39	Moderate
2	I test myself through self-generating questions on the read material and answer it.	29	2.85	1.20	Moderate
5	I use memory aids through the use of means of assistance, keywords, and machine registration, summaries and colors.	30	2.45	1.27	low

*Maximum degree of 5 and minimum degree of 1

It was indicated from table (3) that the skill number (29) (I do not leave a question without answer especially for objective questions I put a probable answer) achieved a very high degree and has come in the first rank with an arithmetic average of (4.40), and a standard deviation of (0.86). While the fifth skill (I use memory aids through the use of means of assistance, keywords, and machine registration, summaries and colors) achieved a low degree and has come in the last rank with an arithmetic average of (2.45), and a standard deviation of (1.27). It is also shown in the table (3) that there are (4) skills achieved very high degree, and (18) skills has got a high degree and (7) skills occurred in the moderate zone, and one skill has got a low degree.

The results of the second question which states: Is there a statistical differences at the level of (α = 0.05) between the estimates of the study sample on the areas of the tool attributed to the variables (gender, and type of school) and the interaction between them?

To answer this question, the arithmetic averages and standard deviations of the estimates of the individuals of the study sample were calculated for the tool as a whole and according to the variables (gender, and type of school); So it is clear there is a virtual differences; and to find out the statistical significance of those differences, two-way analysis of variance (Two Way ANOVA) was used, as shown in Table 4.

Table 4

Two Way ANOVA results of the arithmetic averages of the estimations of the individuals of the sample as a whole according to the two variables of the study (gender and type of the school) and the interaction between them

Variance source	Sum squares	DoF	Squares means	F Value	Sig.
Gender	.153	1	.153	.769	.382
School type	6.238	1	6.238	*31.426	.000
gender * type of school	.029	1	.029	.145	.703
Error	37.319	188	.199		
Sum	43.738	191			

- Statistically significant at (α = 0.05)

It is indicated from Table (4) that:
- There is no statistically significant difference at (α = 0.05) between the two arithmetic averages.

- the two estimates of the individuals of the study sample for the tool as a whole are due to the variable (gender), where the statistical significance was (0.382) which is greater than the level of statistical significance (α = 0.05).

- There is statistically significant differences at (α = 0.05) between the two arithmetic averages of the estimates of the individuals of the study sample for the tool as a whole due to the variable (school type), where the statistical significance of it was (0.000) which is below the level of statistical significance (α = 0.05) and from the arithmetic averages the difference is statistically for the benefit of the benefit of public school students.

- That there were no statistically significant differences at (α = 0.05) between the arithmetic averages of the estimates of the individuals of the study sample for the tool as a whole due to the variable (achievement), where the statistical significance of it was (0.703) which is greater than the level of statistical significance (α = 0.05) .

To achieve accurate results for each area, the arithmetic averages and standard deviations of the estimates of the individuals of the study sample for each field according to two variables (gender, and type of school) were calculated; it is clear there is a virtual differences; and to find out the statistical significance of those differences; two-way analysis of variance (Two Way ANOVA) has been used, and the table (5) shows that.

Table (5)
The results of two-way analysis of variance for the arithmetic average of the estimates of the individuals of the study sample for each field according to two variables (gender, and type of school) and the interaction between them

Field	Source of variance	Sum squares	DoF	Squares means	F Value	Sig.
Gender Hotelling's Trace=0.060 Sig.= 0.096	Preparation for exam	2.587	1	2.587	*5.482	.020
	Exam time management	.018	1	.018	.047	.829
	Exam anxiety management	.057	1	.057	.153	.696
	Dealing with the exam paper	.298	1	.298	.754	.386
	Dealing with the answer paper	.003	1	.003	.007	.932
	Revision	.732	1	.732	2.696	.102
School type Hotelling's Trace=0.180 Sig.=0.000*	Preparation for exam	6.139	1	6.139	*13.009	.000
	Exam time management	5.121	1	5.121	*13.512	.000
	Exam anxiety management	8.976	1	8.976	*24.029	.000
	Dealing with the exam paper	4.537	1	4.537	*11.463	.001
	Dealing with the answer paper	7.551	1	7.551	*19.048	.000
	Revision	5.623	1	5.623	*20.717	.000
Gender * school type Hotelling's Trace=0.986 Sig.=0.846	Preparation for exam	.043	1	.043	.092	.762
	Exam time management	.321	1	.321	.847	.359
	Exam anxiety management	.179	1	.179	.479	.490
	Dealing with the exam paper	.075	1	.075	.188	.665
	Dealing with the answer paper	.083	1	.083	.209	.648
	Revision	.050	1	.050	.183	.670
Error	Preparation for exam	88.723	188	.472		
	Exam time management	71.250	188	.379		
	Exam anxiety management	70.225	188	.374		
	Dealing with the exam paper	74.410	188	.396		
	Dealing with the answer paper	74.523	188	.396		
	Revision	51.025	188	.271		
Sum	Preparation for exam	97.492	191			
	Exam time management	76.710	191			
	Exam anxiety management	79.437	191			
	Dealing with the exam paper	79.320	191			
	Dealing with the answer paper	82.160	191			
	Revision	57.430	191			

- Statistically significant at (α = 0.05)

It obvious from table (5) that:

- There is a statistically significant difference at (α = 0.0) between the two arithmetic averages of the estimates of the individuals of the study sample for the field (preparation for the exam) due to the variable gender, where the statistical significance of it was (0.020) which is less than (α = 0.05) in favor of females.

- There is a difference statistically significant at (α = 0.05) between the two arithmetic averages of the estimates of the individuals of the study sample for each field of the study due to the variable (school type), where the significance level was (0.000) which is less than the significance level of (α = 0.05) for the benefit of students of the public schools.

- There are no statistically significant differences at (α = 0.05) between the arithmetic averages of the estimates of the individuals of the study sample on each area of study tool attributed to the achievement, where the statistical significance of a greater level of (α = 0.05).

The results of the third question which states: Is there a relationship between skills of exams management practiced by the outstanding students at the secondary level and their achievement?

Pearson correlation coefficient test was used to demonstrate the estimates of the individuals of the sample on each area of the tool and on the too as a whole and their achievement as shown in table (6)

Table (6)

Pearson correlation coefficient for the estimates of the individuals of the sample on each area of the tool and on the too as a whole from one side and their achievement from the other side

Estimates of the individuals of the sample on each area of the tool	Statistic	Achievement
Preparation for the exam	Pearson correlation coefficient	.314**
	Statistical significance	.000
	Number	192
Exam time management	Pearson correlation coefficient	.179*
	Statistical significance	.013
	Number	192
Exam anxiety management	Pearson correlation coefficient	.273**
	Statistical significance	.000
	Number	192
Dealing with the exam paper	Pearson correlation coefficient	.256**
	Statistical significance	.000
	Number	192
Dealing with the answer paper	Pearson correlation coefficient	.315**
	Statistical significance	.000
	Number	192
Revision	Pearson correlation coefficient	.324**
	Statistical significance	.000
	Number	192
The tool as a whole	Pearson correlation coefficient	.370**
	Statistical significance	.000
	Number	192

* Statistically significant at α= 0.05

** Statistically significant at α= 0.01

It is obvious from table (6) that there is a positive statistically significant relationship at α= 0.01 between the estimates of the individuals of the sample on each area of the tool where the highest Pearson correlation coefficient was 0.324between the area of revision and achievement, the lowest was 0.179 between exam time management and achievement which indicates that as the more the students use the skills of exam management, the more is their achievement.

Discussion of the results

Discussion of the results of the first question

The one who looks the results will find that students have to possess exam management skills significantly, however, a closer inductive investigation will reveal what behind it; observing that area of preparation for the exam has taken place in the bottom of the list, and two of its skills has got high degree of appreciation and two of its skills has got moderate degree of appreciation, and one of its skills has got a low degree of appreciation. In

contrast, we find that the revision area has come at the top of the list, where three of its skills were too highly estimated, and two of its skills are highly estimated, meaning that the student attention was focused on the revision of the examination paper; checking questions and branches, and trying to estimate his mark through his answer, and compared it with the weight of the question.

This may be a reflection of the classroom practices by the teacher who focuses on the comprehensive content, not on focusing how students deal with this quantum of knowledge, and how to plan for passing the phase in peace; hence the area preparation for the exam is the premise for the rest of the areas, though it takes place in the bottom of the list to denote weakness of preparedness and planning; as the student reads in a totalitarian way, and escape from the self-test and the application to similar models; trying to convince himself that he is well-prepared, and that he can deal with any questions in the exam. Three areas were equal in terms of the degree of practice; as (4) of the skills in each of them have got a high degree of practice, and one of the skills in each of them was moderately practiced; these areas are the area of exam time management, and exam anxiety management anxiety, and dealing with the answer paper, and their arithmetic averages were very close as (3.76), (3.78), (3.89) respectively.

This result is partly consistent with the results of the study of (Al-Futtaim, 1989), in that the student's focus was on the way of retention of the information in a short period to ensure he will get good achievement rates, to proceed in educational phases in spite of the low level of skills and learning strategies.

The skills in each field constitute a former requirement for what follows; beginning with the area of preparation for the exam, then the area of exam time management, then exam anxiety management, then dealing with the question paper, followed by dealing with the answer sheet, and in the final the revision; however, the results were inverted; it showed that the revision area came first, followed by dealing with the answer sheet, then exam anxiety management, then the exam time management, then dealing with the question paper, and finally the preparation for the exam.

This shows that these skills were not acquired in a planned manner, but they are self-behaviors acquired by the students through the hidden method, and the signals of the teachers as exam is approaching, reminding of the revision of the examination paper, and checking the questions and their branches, making sure that the student has answered all fractions, as well as the curiosity of the student to estimate the mark that he might get; thus the revision came in first place, followed by the answer sheet management, returning to the results of table (3) and to study the skills that took a neutral place of appreciation; (moderate degree) in every area of the tool, we find the following :

In the area of preparation for the exam, we find the skill (use memory aids through the use of means of assistance, keywords, and machine registration, summaries and colors) has come in the bottom of the list with a moderate degree; this skill is very important since it is the key for remembering and to the programmed memory; retention of the keyword of paragraph helps the student to remember its axes, and the order of retention points alphabetically or satirically, or formulating a new word composed of letters from the multiple points to be remembered, and the use of the recording device when reading, and focus on the important points, and then listen to them in the review and recall times; and the use of colors to focus on specific points stimulates the mental memory; sensory; audio : visual, olfactory: gustatory, photographs and technical; where the student summon the colors, shapes, and grafts, and smells associated with the knowledge hub in the curriculum; this meets with (Abboud, and Delphi, 2012), who referred that to the absence of training and adoption of common retention method, particularly the visual retention of some students. As well as the adoption of the teachers on Recitation and indoctrination automated memorization of the material and the ability to retrieve it, neglecting the mental processes, which includes memory and thinking, attention and remembering and sensing, and how to use language codes, and receiving and processing information based on meaning; which led to confusion of the learner on his way to learn, and his reception level and treatment of the material.

The rank of the preparation for exam which includes planning skills in the bottom of the list draws big question marks, contradicting the findings of the (Al Dabbas, 2005), that those with high achievement use more widely the strategies of summary and organization.

The matter could be related to the difficulty of owning mental strategies and the poor experience of students in some of the skills such as strategies of taking notes.

In the area of exam time management, the skill was (stop studying an hour before the exam and avoid listening to the discussions colleagues or participating in it before entering the exam room).

This indicates that the student stays glued to the book to the last second listening and participating with his colleagues, especially the distinguished; which could make him lose confidence in what he has; becoming more and more stressed, which could be transformed into (examinations phobia); which confirms that the students must be directed toward this skill ; to increase their self-confidence, as it is a period of rest and tranquility of the

brain, and re-(charging); to re-organize information, and to coordinate information and the organized retrieval of it when needed.

In the area of exam anxiety management the skill was (I distribute exam time according to the weight of the question (marks) allocated to each question, and in terms of importance, and difficulty), this is also an important skill; the preoccupation of the student by questions with less weight, sophistication and slowness in answering it make him lose the time; increasing the pace of anxiety and limiting achievement; starting with questions of high weights after answer the easy questions makes the exam under control; Lack of attention to this skill may be attributed to some references from teachers to students such: (start uniformly, cover all questions and investigate it slowly to ensure no confusion); therefore, the student loses control of the exam, falls in surprises; as he answers branches, or answers optional questions ; then we hear students say, the questions were easy, but they need more time; although studies say that this segment of the students is characterized by the ability to manage and to invest time to the maximum, to organize the topics according to their importance, to organize their efforts in the study and recall and their desire to excel as in (Waugh & Addison, 1998).

As for dealing with the paper of the exam; there are two kills; the skill of refinement of easy questions to answer them first; when identified the answer will be clear and quick, shortening the effort and time, picking it of the memory surface; loading it before congestion of thoughts and flowing the information of the other questions; giving the student initial confidence and self-promotion to move forward but if he started with the difficult he could be frustrated and lack of focus.

The second skill in this area is (read the question paper to form a general idea of the questions before starting to answer); this point is important as he paints after it (the roadmap of the answer and its organization); giving him the keywords for each question; so the requirements of the questions do not mix together; picture will be clarified to him and he will understand what is required by the question and identifies keywords for the answer; the lack of attention to these two skills are due to signals of the teacher mentioned previously in exam anxiety management.

It is noted that the last three skills are related to the of skill of the distribution of exam time by the weight of the question of the area of (exam anxiety management) this enhances the skill of (avoid delisting, shares and padding between the lines) which is one of dealing with the answer sheet area; Lack of attention to the organization of the answer sheet shows the chaos of information and ideas, and increase the frequency of anxiety, not to put keywords of the answer; making him to depend on resorts and write-offs, and fillers, and enter the points together, not separated, and delay the necessary progress; therefore, lose something from the achievement.

The summary is that the seven skills that took place in the moderate level of appreciation are of utmost importance, and is threaded together; the first may be a requirement for what follows. The student may not need a long time to possess; the reason is that the distinguished students look lightly to some of these skills and see it as a foregone conclusion; and thus lose marks that they are mostly in need; which could be due to the omission of teachers to study skills and tests, and how to take notes and write summaries and sorting.

It may be due to dependence fully on the book, as the new books (developed) contains summaries in the book's margins in the form of boxes or colored boxes containing information and summaries and points for the page or, neighboring paragraph suggesting that this information must be kept and understood, especially as teachers rely on them in the development of their exam questions.

The discussion of second question:
Arithmetic averages and standard deviations of the estimates of the individuals of the study sample for the tool as a whole has revealed, according to the variables (gender and type of school) virtual differences; and to find out their significance, the Two way A NOVA was used and the results explained that there is a statistical difference in favor of the students (of public schools); that is, they are distinguished in their use of the skills of the exams management more than students King Abdullah II school in spite of the lack of public schools for the programs offered by King Abdullah II Excellence schools; this result paint a question mark about the programs of King Abdullah II Excellence schools; that is supposed be built to take care of outstanding students, and enrich their experiences, and motivate them, and to maintain the continuity of excellence and achievement. This may be due to overlapping set of factors including: the low level of motivation and willingness of students; considering this year as a break, which affects the spirit of competition and kills motivation, and readiness.

It may be attributed to the capabilities, expertise and skills of administrative staff and reflected on the teachers in their performance; and this needs to reformulate the foundations of the selection of managerial competencies as well as a system of incentives; to the demand of the distinguished leadership of these schools, as well as to the capabilities and skills of teachers, that is reflected on the students in their interest, perseverance, and seriousness.

It may be attributed to the weakness of the administrative supervision of these schools by the Directorate of Education because these schools are linked directly with the ministry; closure of some of the leading centers represents a wake-up call may extend to these schools if not addressed it as is the case in the leading centers where depleted leadership, and the spirit of creativity, and repeat activities, where the ministry began the abolition of these centers and closed it.

It also may be attributed to what the researcher concluded during his meeting with students at the King Abdullah II Excellence School for the application of the tool (there is no need to reveal our achievement), (and this year, is a rest and the starting point for the coming year (Tawjihi)); These are serious indicators from which it may be understood that the programs and methods associated with the curriculum prescribed in King Abdullah II Excellence Schools is disabled, and that the focus is on academic achievement and the preparation for Tawjihi exam, forming a serious hidden curve that directs the programs toward academic achievement only, and impedes the achievement of the goals set for which these schools were established.

The variable Gender did not have an impact as the performance of both the males and the females are equal in the tool as a whole; The lack of statistically significant differences according to gender in the exam management skills may be due to that most of the students in the study sample were exposed to experiences close at this point; they are of comparable social and cultural environments, and then do not expect the presence of significant levels in possession of these skills differences.

To find out whether the variables of: (gender and type of school) have an impact in each area of study, arithmetic averages and standard deviations were calculated and it was shown that there are virtual differences; two-way analysis of variance has been used to determine the significance of those differences.

Results have revealed that the public schools outperformed King Abdullah II schools of excellence in the practice of exams management skills in all areas; this is in line with (Abu alia, 2003) and this enhances the overall results on the tool as a whole, and stresses the lack of King Abdullah II Excellence schools students to keep up with outstanding students in public schools, this result highlighted the fact that females outperformed males in the area of (preparation for the exam); suggesting that females estimate the planning more than males, they are more interested and willing than males; this is in line with (Dabbas, 2005).

This can be explained by females' insistence on excellence and achievement, and their desire to prove their presence, and to get a place in society and equality with men, as well as the environmental conditions which encourage the elimination girl longer inside the house as well as their ability to organize time.

Discussion of the results of the third question:

The results of calculation of correlation coefficient (Pearson) between the study sample estimates and their achievement have shown that achievement increases with the practice of exams management skills; these skills make up a blueprint and a roadmap for the achievement and attainment; so achievement is planned, the outcomes are of high-quality, and this is consistent with the study of (Gokhan, et al, 2009); In that there is a positive relationship between skills beyond the knowledge in the preparation and planning, setting the time, the habits of study, trends of students and their future attitudes, as well as with (Mohd, 2011); in that there is a positive correlation between these skills and guidance and accumulated average with what was reached by (Sarwar, 2009) that the outstanding students' trends of study about the study habits are better, which remarks the existence of a relationship between them and the academic performance of the students, this means that there is a direct correlation between achievement and the practice of exams management skills, this is in line with the rate of the marks of the individuals of the study sample whose achievement was excellent 96%.

This may be due to the fact that scientific stream student is more inclined to deep and strategic methods (Alasbbati, 2002); The deep style is aimed at understanding, attention and activity and research, and the organization of new ideas and knowledge of former students and link them to experiences of everyday life, but the strategic method aims to obtain the highest possible score where the students are characterized by the ability of organization and time management effort and prediction of questions of exams through previous models (Waugh, R. & Addison, 1998), (Kmber & Leung, 1998).

However, if we focused the look at the results, we found that the least correlation coefficient was between (exam time management) and achievement which was (179); and this reinforces what we went to that who owns the much time has the excellence; and this means that the time management skills need attention and follow-up, and the chaotic answer, and the student inability to determine what question to start with according to its weight and time needed, and the speed of completion of the answer; lead to the loss of part of the achievement; expressed by the student that questions need more time.

Recommendations:

- Programs and school curricula should include exam management skills; because of its impact on self-learning and achievement, and the acquisition of life skills, focus on time management skills, and the sub-skills that took place in the neutral zone, and to provide such skills by linking theory with practice so as there is a meaning to teach it.

- Further studies are required to address other variables: such as perfect study habits and study skills appropriate for each stage, and the preparation of standards for psychometric exam management skills and their relationship to achievement.

- Focus on time management skills because of their role on the achievement, and the secondary skills that took place in the neutral zone.

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