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Exploring Preparation Strategies of Algerian Master's Students for the PhD Contest: A Case Study

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Abstract

This exploratory study aims to investigate Algerian Master's students' strategies used to prepare for the PhD contest. The significance of this study lies in its potential to highlight effective strategies to improve Algerian Master's students' success in PhD contests. Relevant data were gathered using a semi-structured questionnaire created via Google Forms and posted in Facebook groups dedicated to Algerian Master's students who have sat for, or intend to sit for, the PhD contest. The researcher managed to reach 118 Master's students from different Algerian universities who completed the questionnaire. The areas of focus are gender differences, timing of preparation, study intensity, approaches adopted, level of stress, and academic achievement. The results show that students who started their preparation more than two months before the contest and spent more than five hours per day preparing reported higher levels of confidence. Sixty-one percent (61%) of students relied solely on theory (collecting and reviewing information). Regarding negative factors, 58% of respondents reported high stress levels due to fear of failure, time constraints, and lack of resources, all of which impacted their outcomes. A strong correlation was observed between the performance of Master's students in their previous academic careers and their results in the PhD contest, with high-performing students tending to adopt a more structured approach. For future research, the extended effects of preparation strategies on learners' performance should be analyzed, and potential interventions should be considered.

Keywords: Academic performance, Algerian students, PhD contest, preparation strategies, stress management, study intensity

ملخص:

تهدف هذه الدراسة إلى استكشاف استراتيجيات إعداد طلبة الماستر الجزائريين لمسابقة الدكتوراه، وتقديم توصيات بناءً على الأدبيات السابقة. تم جمع البيانات باستخدام استبيان عبر Google Forms ، نُشر في مجموعات فيسبوك خاصة بالطلبة، وشارك فيه 118 طالبًا من جامعات جزائرية مختلفة. ركزت الدراسة على الفروقات بين الجنسين، توقيت وشدة التحضير، الأساليب المتبعة، مستوى التوتر، والإنجاز الأكاديمي السابق. أظهرت النتائج أن الطلبة الذين بدأوا التحضير قبل أكثر من شهرين وقضوا أكثر من خمس ساعات يوميًا في التحضير أظهروا ثقة أعلى. اعتمد 61% منهم على الجانب النظري، بينما عانى 58% من التوتر نتيجة نقص المصادر والخوف من الفشل، مما أثر سلبًا على أدائهم. كما تبين وجود علاقة قوية بين الأداء الأكاديمي السابق ونتائج المسابقة. توصي الدراسة بإجراء تحليلات أعمق لتأثير استراتيجيات التحضير على الأداء، وأخذ التدخلات المحتملة بعين الاعتبار.

كلمات مفتاحية :الأداء الأكاديمي، الطلبة الجزائريون، مسابقة الدكتوراه، استراتيجيات التحضير، إدارة التوتر

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Introduction

Any exam preparation necessitates an effective approach. Given the nature of the Algerian PhD examination, whose major challenge is that the PhD positions are so limited, and this is where only those best suited will prevail, students must be equipped with the necessary knowledge on how to prepare for it. For Master's students, the shift towards doctoral studies presents several difficulties, especially in competitive contexts like the PhD contest. It is commonly known that this contest is in the form of a written exam; hence, the extent to which the student's writing style is academically and educationally accepted determines their admission into doctoral programs. That is to say, the preparation for the PhD contest is a hard task that requires thoughtful planning.

This research problem lies in the lack of studies that investigate the preparation strategies and techniques adopted by Algerian Master's students for the PhD contest, despite its competitive nature and its role in determining academic advancement. Understanding these strategies is crucial to identifying both strengths and challenges faced by these students, which can inform future improvements in preparation practices.

The main aim of this study is to investigate the strategies and techniques used by Algerian Master's students to prepare for the PhD contest. Specifically, it seeks to explore their preparation approaches, assess their effectiveness, and provide recommendations for improvement. Therefore, the significance of this study lies in its potential to highlight effective preparation strategies and identify obstacles that hinder success in the PhD contest, offering valuable insights to students, educators, and policymakers. The research objectives are as follows:

1. To explore the preparation strategies and techniques used by Algerian Master's students for the PhD contest.
2. To analyse the relationship between preparation practices and academic performance.
3. To identify challenges faced by students and suggest ways to overcome them.

To reach the previously mentioned objectives, this study is guided by the following research questions:

1. What preparation strategies do Algerian Master's students rely on for the PhD contest?
2. What are the main challenges faced by students, and how can they be addressed?

Doing some research on this topic, a considerable body of literature on academic success strategies has been found (Lindgren & McDaniel, 2012; Lazarus & Folkman, 1984; Kabat-Zinn, 2003; McCarthy, 2016; Schunk & Zimmerman, 2012). However, a noticeable gap was identified. Particularly, this latter is focused on the preparation phase for Master's students for the PhD contest. Therefore, it is of paramount significance to do some further research to investigate this specific subject matter. Regarding the distinctive nature of the educational context of Algeria, which is defined by its unique educational system and culture, scrutinising how Master's students in this country prepare for such an academic hurdle is significant. Needless to say, the major purpose of this study is to understand their approach since this can provide insights that in turn could be helpful to improve the process and eventually their overall success.

The upcoming sections will review the related studies on preparation strategies and techniques for competitive academic contests, delineate the research methodology, exhibit the findings, and discuss their implications to improve the whole preparation process that would

determine the students' success to a high extent.

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Literature Review

This part of the article explores related literature to discuss the preparation strategies and techniques used by students in competitive academic environments. This idea of academic success has magnetised the interest of many researchers all over the world. In the context of this type of academic challenging examination, recent research has focused on different preparation strategies, like effective time management and self-learning techniques (Schunk & Zimmerman, 2012). Motivation and determination have been pervasively studied as important factors, and their crucial impact on students' performance and psychological well-being has been demonstrated (Pritchard & Wilson, 2003).

Gender Differences in Academic Preparation

Studies have shown that one of the factors that can have an impact on study habits and exam performance is gender. According to Pritchard and Wilson (2003), students' success, based on their gender, is built upon some emotional and social factors. They find that female students have greater academic motivation and better self-organisation ability than their male counterparts. They posit that female students, on average, have a higher inclination towards being organised and are more methodical and regular in study habits than male students.

In the same context, in a study conducted by Honigsfeld and Dunn (2003), it was claimed that male and female students have different methods of study. To illustrate, male students tend to prefer group work sessions and practical exercises. However, female students are more likely to opt for individual study and theoretical revision. Hence, these differences are proof that there is a necessity for gender-specific approaches to boost the usefulness of preparation techniques for competitive exams like the PhD contest.

Duration of Preparation

Preparation time is a crucial element to achieve the needed results in academia. Early and continuous preparation were the two primary components emphasised by Schunk and Zimmerman (2012) that lead to improved performance outcomes. Their self-regulated learning theory posits that students who initiate their preparation early are more likely to take up effective learning strategies like goal setting, self-monitoring and self-reflection later on down the line.

It has to be mentioned in this context that students who generally begin preparation more than two months before the doctoral competition are more likely to show higher levels of confidence and preparation. This early start allows students to gradually accumulate knowledge and skills, reducing the stress and pressure of last-minute cramming. In addition, it provides ample time to identify and correct weaknesses, seek additional resources, and practice extensively.

Intensity of Study

Study intensity is indeed about the dedicated time an individual devotes to study. This significantly affects academic results. Lindgren and McDaniel (2012) showed that high-intensity study sessions result in better performance on exams; they believe that long stretches of focused study time assist in solidifying learned material and increasing retention of information.

Study intensity and academic performance were also found to be positively correlated among graduate students (Rae & Carswell, 2000). However, they warn against excessive

studying, which can result in burnout and reduced outcomes. Effective study intensity should balance periods of concentrated intellectual work with regular breaks during which time physical and leisure activities should be undertaken to maintain mental as well as physical health. In the context of Algerian students preparing for the PhD contest, keeping a high study intensity while introducing means of relaxation would help optimise performance and curtail stress.

Methods of Preparation

The degree of effectiveness in preparing for an exam can be influenced by a number of preparation approaches, such as theory-based studying versus practical-oriented exercises. Kehm and Teichler (2007) underscored the need for a balanced approach as it is a combination of theory and practice. In their view, theory study assists in creating a solid conceptual foundation, whereas practice enables the development of problem-solving skills and application of knowledge.

Pintrich (2004), who investigated Master's students, found that those who integrated both methods had higher levels of readiness for exams. In particular, integrating revising theoretical concepts with practicing past exam questions would be better for comprehending difficult subjects and anticipating questions from exams. As well as reinforcing learning, this mixed-methods approach also builds up self-confidence while reducing tension during examination days.

To balance between theory and practice during the preparation, students need first to identify their weaknesses. For that, the role of technology in academic preparation has grown significantly. Studies by McCarthy (2016) show that digital platforms like online mock exams and interactive learning resources help students identify weak areas and track progress effectively. For Algerian students, the limited integration of such technological tools could present a barrier, emphasizing the need for institutions to offer more structured, tech-based support systems.

Stress and Anxiety

The PhD competition is usually very intense and causes increased anxiety and pressure. Lazarus and Folkman (1984) stated that the level of anxiety greatly affects the concentration and performance of students. Stress may lead to cognitive overloading that interferes with information processing, retrieval and recall.

Kabat-Zinn (2003) studied students' psychological struggles that indicate how much stress they undergo wanting to thrive academically. High levels of stress and anxiety can also contribute to insomnia, migraines, and sadness, thus interfering with academic achievements. Regular workouts as well as socialising with friends are some effective ways suggested for managing stress to maximise efforts aimed at academic excellence. Furthermore, institutions should support this by providing counselling services for mental wellness while addressing the problem of stress.

To solve the problem of stress and anxiety among students, research underscores the importance of motivation and self-efficacy in competitive academic preparation. Deci and Ryan's (2000) Self-Determination Theory highlights how intrinsic motivation—students' internal drive to achieve academic success—significantly influences their persistence and performance in exams. Similarly, Zimmerman and Schunk (2011) emphasise that self-efficacy, or students' belief in their ability to succeed, can lead to more consistent effort and effective preparation strategies. In the context of Algerian Master's students, fostering intrinsic

motivation and self-efficacy through mentorship programs or academic workshops could yield positive results.

Academic Performance and Categories

Ranking students in terms of their previous achievements at the Master's level is connected with their strategy of preparation. More than that, Syed Mohamed et al. (2020) found that higher-category students (e.g., A or B) used different approaches in contrast to those in lower categories. Such students are more likely to use structured and resource-intensive methods because they are more aware of the quality of preparation required for success in PhD contests.

They also opt for more elaborate methods of preparation, including detailed study plans, self-assessments and practice sessions, and this tends to be more effective. On the other hand, lower-category students may hardly have such resources, hence relying only on self-study and informal peer help. Considering these differences can be helpful to ensure that all the students have an equal chance of succeeding.

Suggestions for Improvement

Barriers such as resource limitations, stress, and time management difficulties have been shown to negatively impact students' ability to prepare effectively for competitive exams. Addressing these barriers through institutional support and stress-management programs has proven beneficial in improving outcomes (Zimmerman, 2002; Saxena et al., 2024).

Schunk and Zimmerman (2012) and McCarthy (2016) highlighted the value of raising institutional support and resource accessibility. As such, they recommend that the best preparatory programs, involving workshops, exam simulations and counselling should be made available in universities. Furthermore, encouragement of shared learning and presentation of specific expectations in relation to exams can help to reduce students' stress and improve their preparedness. By dealing with these problems, institutions can develop a better environment for the preparation phase, which in turn positively affects actions that affect success in the PhD contest.

Although this topic is rich with related studies, there is still a gap in the literature concerning the specific strategies Algerian Master students employ in an attempt to succeed in the PhD contest. In a bid to mitigate this limitation, the proposed study looks into their preparation strategies and techniques. It would contribute to identifying efficient practices and outlining the challenges and pitfalls faced by these learners. It is thus expected to expose not only the strengths but also the weaknesses of the participants; hence, policy-makers and related institutions are expected to know more about Algerian students' needs to consider in planning for effective support strategies for academic success.

Methods

To accomplish this study, data were collected using a semi-structured questionnaire to ascertain the preparation strategy intended by the Algerian graduate students for the PhD contest. This questionnaire was created in Google Forms and shared virtually with several Facebook groups of Algerian PhD students. These Facebook groups serve in a way as a community in which students interact and share experiences during the preparation phase.

Participants

The sampling technique used in the study was convenience sampling because the researcher relied on participants, who were available and willing to participate from the identified Facebook groups. This technique was considered since it was difficult to find a list of

all the potential PhD students in Algeria. The group administrators were asked to post a link to the questionnaire with a short message about the study.

Given the criteria identified above, the targeted Facebook groups included those that are most active and have the largest number of followers, as well as other groups most relevant to the targeted population. A total of 118 responses were collected in two weeks from a sample population that may be considered a diverse population of Algerian master's students preparing for the PhD contest. This sample size was relatively acceptable for exploratory research and gave some insight into the preparation practices of these students. While it is not very generalizable to the broader population of Algerian PhD candidates, the current study provides a useful glimpse into the strategies of the participants.

Research Instruments

The questionnaire includes several parts whose goals are to provide a comprehensive understanding of the participants' attitudes towards their preparation practices. It used both closed and open-ended questions to make it possible to include quantitative and qualitative data analysis. The parts of the questionnaire covered:

- ***Demographic Information:*** Participants were invited to answer some demographic questions that enabled the researchers to predict results on participants' age and gender.
- ***Preparation Strategies:*** This section was focused on the details of the students' approaches, to investigate the type of timetable they use, the type of materials they consult, and their learning environment. These questions were developed to capture the degree and extent of preparation.
- ***Study Methods:*** Participants were asked about their preferred study methods, like theoretical preparation and/or practice. This section sought to find out the extent to which various practices enhance students' readiness.
- ***Stress and Anxiety Levels:*** The questionnaire also included questions on stress and anxiety to explore the psychological effect that the preparation process has on the students.
- **Academic Performance:** This part of the questionnaire aimed at knowing their previous academic performance and how this prepared them for the task ahead in the PhD race.
- **Suggestions for Improvement**: The last open-ended question enabled the participants to elaborate on their feedback concerning the preparation of the PhD contest as well as identify flaws in it.

Research Procedures

Closed-ended questions that were asked helped in the collection of quantitative data, and these were analysed using descriptive statistics, which helped the researcher to look for repeated patterns. This entailed determining the frequencies, percentages and mean scores for the data. These statistical analyses help in identifying the density of the strategies being used and the possible weaknesses of the students.

On the other hand, open-ended questions were used in data collection; thus, data analysis was done in a thematic analysis framework to extract key themes in the students' preparation experience and recommendations. In thematic analysis, the researcher discussed responses to reveal recurring patterns and unique responses. Hence, it was not only possible to get more comprehensive numbers but also to establish a more complex and diverse picture of the students' experiences and difficulties that could serve as a valuable background for the analysis of the quantitative results.

This study used both quantitative and qualitative analyses to provide a thorough analysis of the preparation processes and complications in Algerian holders of Master's degrees

intending to enter the PhD program. This approach, then, has led to an accurate understanding of the preparation scenario, at both macro and micro levels, revealing the best practices and unique cases. It is therefore clear that the findings from this study are useful in providing educational policymakers and institutions in Algeria with specific advice about students' needs in the country; thus, establishing proper support to improve the students' academic outcomes.

Results

Based on the details elicited through the questionnaire completed by 118 Algerian master's students in their readiness to tackle the PhD contest, this section includes the data obtained.

Demographic Information

The gender distribution of the respondents is almost even, with a slight inclination towards female respondents, as there were 52% female respondents while 48% were male. The age composition of the participants is also different, with a mean age of 26 years (ranging from 23 to 44 years old). It presents a realistic distribution of a normal cohort of master's students who are interested in acquiring higher learning qualifications. To better appreciate the approaches and preparations described by the participants, there is a need for an understanding of their demographic background.

Preparation, Timing and Strategies

A total of 32% of the students stated they began their preparations one month before the contest, 40% began two months before the contest, and a total of 28% started their studies more than two months before the contest. The timing of preparation varied, which affected students' self-efficacy and perceived preparedness for the contest.

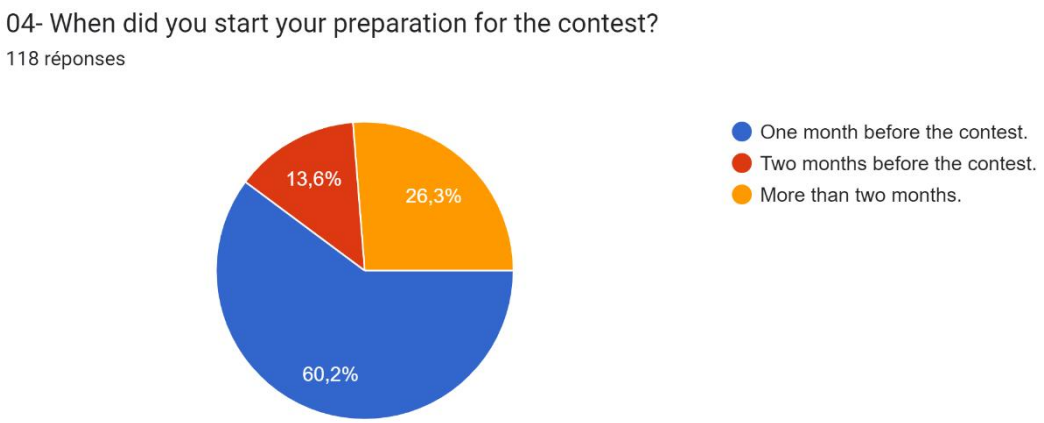

Figure 1. The participants' preparation phase

Study Intensity and Methods

Speaking about intensive studying, 34% of the students claimed that they studied more than five hours a day, 39% of respondents spent two hours a day, and 27% of them less than an hour. Looking at the study methods, 60% of the participants used a theoretical approach, only 36% of them used both a theoretical approach and practice, and the remaining 04% used practice only.

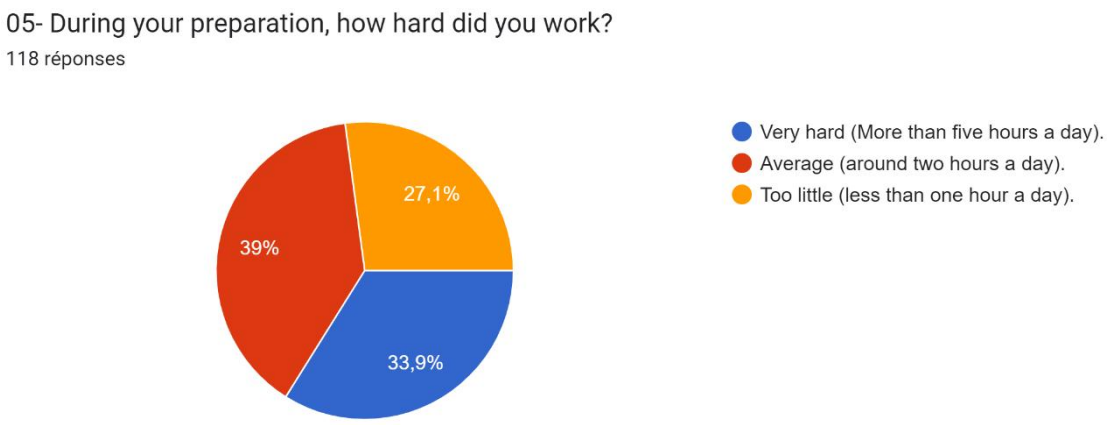

Figure 2. The participant's study intensity

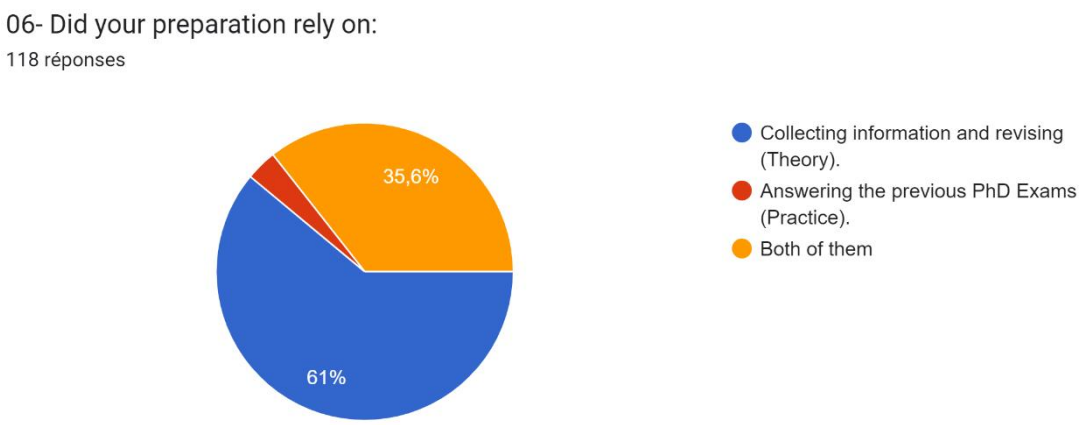

Figure 3. The participants' study method for the preparation

Stress Levels

Among the questions of the questionnaire was one to assess the students' stress level during the contest. Forty-one percent (41.5%) of the students described their stress level as high to very high. The stress sources included: fear of failure, lack of time and lack of resources.

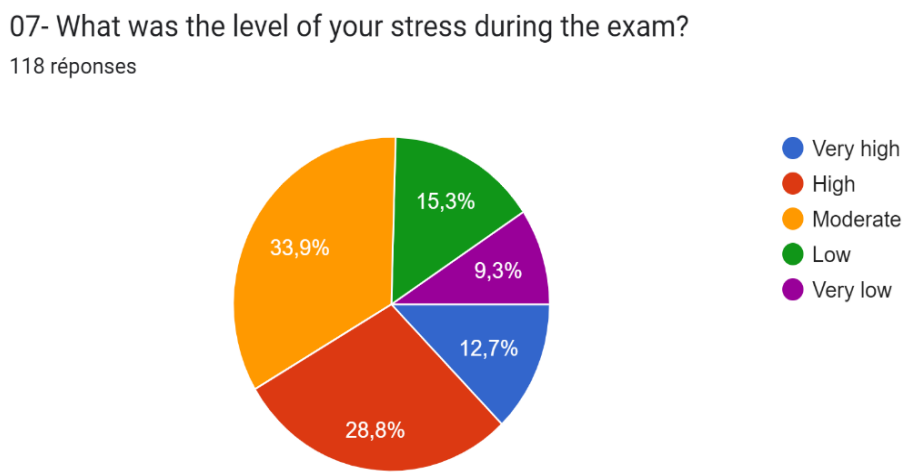

Figure 4. The participants' stress levels during the exam

Academic Performance and Contest Success

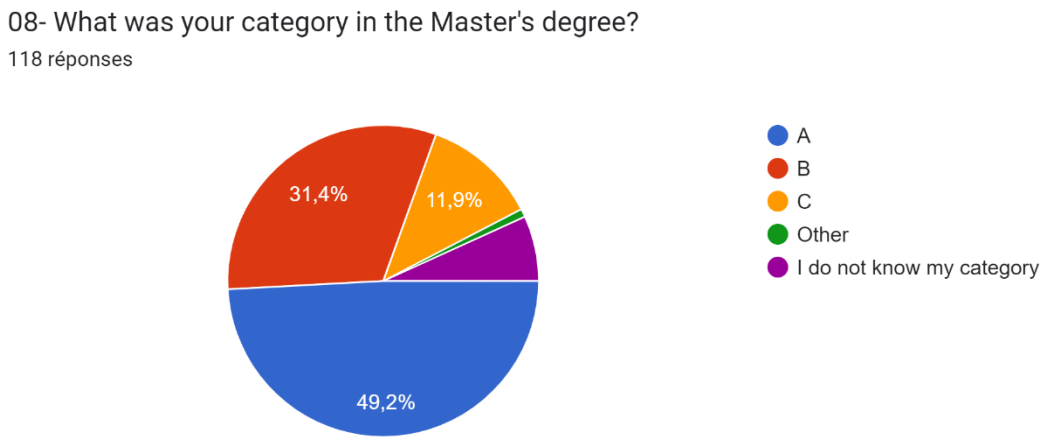

Figure 5. The participants' rank (category) during their Master's degree

Such results imply that the previous student's performance is an appropriate predictor of success in a contest, since the PhD students with prior high academic achievements (classified in category A or B) use better studying techniques and available resources. This is the reason why resources should be provided for all learners equally, especially to those in the low-performing groups, so that all candidates should be able to perform well.

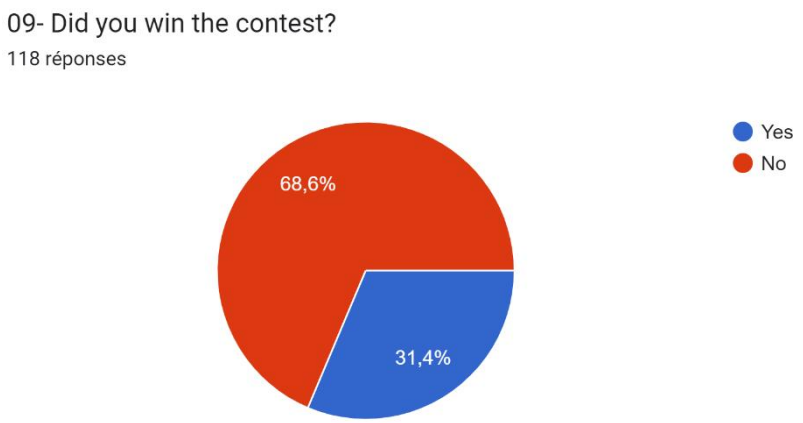

Figure 6. The participants' success in the contest

Additionally, the opportunity that has to be provided for all students to enhance their quality of knowledge, like inviting successful students, providing online lectures, previous PhD contest exam papers, and study groups, can also be a way to eliminate this disparity. Equal distribution or provision of resources and assistance can help in improving the learning process of students, hence resulting in better outcomes.

Suggestions for Improvement

The respondents gave constructive suggestions as to how the process of PhD contest process can be improved. Some of the most effective ones were the specification of exam requirements (40%), availability of more positions (35%), and enhanced organisational support (25%). The recommendations for enhancement raise questions about the systematic problem

that encompasses preparation and the contest itself. Outlining specific details on the exams and what is expected from the students may help in ensuring that their work achieves the intended goals.

Discussion

This part offers comprehensive explanations of the results obtained. The analysis includes different aspects of their preparation and the study plan, approach and methods used, stress factors and performance. All these data are valuable to explain the effectiveness of the existing preparation approaches and reveal the potential for improvement.

Regarding the gender distribution, equal enthusiasm for achieving doctorate degrees is observed, which testifies to gender equality in education in Algeria. Previous research points to the possibility that gender causes variance in study methods and that females outperform male students when it comes to systematic studying behavior (Pritchard & Wilson, 2003). That said, the results of this study do not demonstrate any consistent patterns pertinent to the differences in preparation strategies based on gender, thus inferring that both male and female students experience analogous challenges and use similar approaches to the PhD contest. This might somehow relate to a general educational shift that is taking place in Algeria today, where educational privileges and chances are being offered to both sexes. This means that the student, whether male or female, is given equal chances to access various needs and resources.

In essence, preparation time is equally important in defining the general outcome of the contest. If students start preparing for their contest more than two months ahead, they are likely to have a proper study schedule or regime that would enable them to adequately study the subject matter and possibly revise more than once. Because this preparation also takes time during which the information is fresh, it complements theories on self-regulated learning, which suggest that long and systematic study periods enhance the understanding and retention of the content better (Schunk & Zimmerman, 2012).

On the other hand, a significantly high number started only one month before the examination, hence suggesting some hurdles in preparation. Lack of resources, difficulties involved in time management, or underestimation of the level of the competition could make the students avoid transferring to an earlier period. Institutions can therefore try to give structured timetables to improve and facilitate early preparation among students. Another suggestion could also entail conducting preparatory workshops, which could instil a systematic work perspective on simple and complex learning methods among students, thereby increasing their level of preparation and self-esteem.

Consequently, it can be stated that high study intensity enhances academic performance as intensive study helps to enhance information comprehension (Lindgren & McDaniel, 2012). It is significant to note that if students are studying for more than five hours a day, they are probably applying important discipline, which is necessary for mastering the large amount of material needed to succeed in the contest. Perhaps these concentrated study patterns are due to the participants' desire to perform well in the competitive nature of the PhD race.

Combining both methods (theory and practice) makes it possible for the students not only to grasp the content of the specialty but also to be able to apply it appropriately during the contest. Institutions should encourage this balanced approach by coming up with learning resources that complement theory with practice. Resources such as previous PhD exam papers can provide the students with an opportunity to practice what they have learnt, which could improve their chances of applying their knowledge practically.

The increased levels of stress are dangerous, particularly to students, since stress hampers the brain from working effectively (Lazarus & Folkman, 1984). In this regard, the PhD contest is an academic achievement of a rather high level, and the possibility of entering it generates tension. A lot of stress stems from the threat of not passing the contest.

High levels of stress are commonly linked with competitive academic environments, where these pressures can prove riskier to learners. Measures to combat stress can be worked out by educational institutions, for example, time management workshops, counselling, and stress-fighting activities. Providing support groups for students where they can discuss what they have been through and what they do to cope with stress might also help.

Stress management programs and the availability of mental treatment should be provided to students, as they are always under pressure while preparing for the contest. On the other hand, cultivating a healthy academic culture that would not put much focus on pointless rivalry but rather on students' health could help decrease stress levels and improve students' results.

It is observed that the students who have higher marks in their academic endeavours are the most successful in the contests since they have the experience of engaging in the best strategies and tools of studying. This emphasises that it is rather critical to establish effective studying skills and information searching during the courses of undergraduate and Master's degrees.

The lower academic category students may require some encouragement to work on these skills. Organising proper access to mentorship, where those students who were successful can help others, could solve this problem. It is also important to note that it is possible to address individual difficulties which may arise during preparation.

Educational institutions should focus on creating wide and clear preparatory information, and this information should be accessible to every student. This could be platforms, including study materials. Also, workshops, preparatory courses, and individual counselling sessions could receive more institutional support to enhance students' readiness and decrease the pressure around the PhD contest.

Pedagogical Implications

According to the findings, it is noteworthy that several strategies can improve the preparation and performance of students targeting the PhD contest. First of all, it is necessary to stress that they should begin their preparation at least two months before the contest. It is valuable to work out a plan that integrates theoretical knowledge reinforcement with practical exercises, thus boosting the efficiency of studying. Students should also adopt the idea of having group study sessions where they would discuss with each other and share notes and resources, as sharing knowledge is effective for understanding, but also useful for motivation. Effectively managing stress through practices such as regular physical activities and adequate rest to reduce anxiety levels and promote the much-needed focus. Last of all, getting feedback from the mentors or professors when students take practice examinations and develop study methods will be helpful in the sense that the students will get guidance, which is crucial in the PhD program.

Conclusion

This study aimed to investigate the preparatory processes and methods used by Algerian master's students for the PhD contest, which is a crucial requirement for enrolment into doctoral programmes. The focus of the research was to pinpoint potential influences on

students' preparation and to gain organisational and practical knowledge about effective practices, as well as the difficulties that may be experienced in the process. This study attempted to provide a comprehensive perspective of the experiences and strategies of students during their preparation.

Thus, the research argues that early and strict preparation is a necessary precondition to achieve a positive outcome in the PhD contest. Out of all the academic characteristics of the students, those who began their preparation more than two months prior and spent more than five hours a day on preparation felt that they were more prepared. It was found that many students opted for a theoretical approach only, which was not sufficient based on the related literature, which suggests that an amalgamation of both theory and practice is more effective.

The level of stress and anxiety was identified as high among the students, mainly due to the fear of failure. This sheds light on why educational institutions should provide better support frameworks and stress management solutions. Another significant correlation was established between the contestants' academic performance in their master's degree programme and the usage of systematic and efficient preparation strategies.

Lastly, this study adds to the body of knowledge to discover the imperatives towards increasing the vulnerability of Algerian master's students in their pursuit of doctoral studies and recommendations and suggestions for educators, policymakers, and academic institutions to improve the academic journey of these students.

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Declaration of AI Refined

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Statement of Absence of Conflict of Interest

The authors declare that there are no conflicts of interest related to the research, findings, or recommendations presented in this paper. All conclusions drawn are independent and unbiased.

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Appendices

Appendix A

PhD candidates' Questionnaire

The questionnaire:

This study is interested in investigating the Algerian students' techniques and strategies used during their preparation for the PhD contest. So, you are politely asked to answer the following questionnaire. Your answers will be exclusively used for academic and educational purposes. Moreover, the researcher guarantees the anonymity of your participation in this study. The results of this research, therefore, might be of much help to future participants in the PhD contest. That is, your contribution is of paramount significance. Thank you tremendously.

01- What is your gender?

- ◯ Male
- ◯ Female

02- How old are you?

_____

03- How many times have you participated in the PhD contest?

_____

04- When did you start your preparation for the contest?

- ◯ One month before the contest.
- ◯ Two months before the contest.
- ◯ More than two months.

05- During your preparation, how hard did you work?

- ◯ Very hard (More than five hours a day).
- ◯ Average (around two hours a day).
- ◯ Too little (less than one hour a day).

06- Did your preparation rely on:

- Collecting information and revising (Theory).
- Answering the previous PhD Exams (Practice).
- Both of them

07- What was the level of your stress during the exam?

- Very high
- High
- Moderate
- Low
- Very low

08- What was your category in the Master's degree?

- A
- B
- C
- Other
- I do not know my category

09- Did you win the contest?

- Yes
- No

10- Please, tell us about your rank

_____

11- What suggestions do you have to improve the way the contest is organised?

_____

_____

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