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Investigating The Impact of Teacher's Personality and Attitudes

in Reducing Students' Anxiety

Case of 3rd year students at Saad Dahlab Secondary School in Laayoune, Tissemsilt

A Dissertation Submitted in Partial Fulfilment of the Requirements for the

Degree of Master in Didactics

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Dedication1

"Effort is the Key to Unlocking Our Potential."

This current work is dedicated to my dear Parents "mustefa & Rabiaa"

Close sisters "Fatima & Meriem"

Sister in Law "Imene"

Sweet brothers "Younes & Mohamed"

Lovely nieces and nephew "Alaa, Maria, Rajaa, Baraa & djaoued"

Binomial "Lila for her efforts and support"

Friends

This work is finally dedicated to you, dearest reader.

NADIA

Dedication 2

My humble efforts are dedicted to my dear parents

AbdeAllah and Messouada

Whose trust, encouragement and prays make me able to get such success and honor.

To my lovely sister and closest friend **Imane,** who supported me to believein my myself, and develop my potential.

To my brothers, Rachid, Hamza, Belkacem and Hicham.

To my colleague Nadia for her patience and efforts.

Thank you all for your great support and care.

This work is finally dedicated to you, dearest reader.

LEILA

Acknowledgement

Abstract

A Teacher is considered as the mirror of the educational system, as he advocates the learning as well as the teaching process. In fact, various researches have demonstrated that there are noticeable effects of teacher on learners psychological aspest and academic performance. Therefore, the present work sheds light on the effect of teacher's personality and attitudes in the classroom context. Indeed, the major aim of this research is to investigate to what extent personality and attitudes of teacher help to alleviate learners' anxiety towards learnering. The problematic in hand tries to find out the correlation between teacher's personality and attitudes and the decrease of students' negative emotional state in the classroom. To answer the research question, both a qualitative and quantitative methods are conducted. Consequently, a questionnaire and structured, non-participant observation were used as data collection tools. They were administrated to third year students and teachers of Saad Dahlab secondary school in Laayoun, Tissemsilt, Algeria. On the light of the obtained results, it is viewed that displaying appropriate teacher's personality traits and attitudes play a controvertial role in the classroom context. They provide the privilige to handle learners' feeling of anxiety, and to maintain the stability of their psychological aspect during the learning process.

Key words: emotional state; feeling of anxiety; psychological aspect; teacher; teacher's personality and attitudes.

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General Introduction

General Introduction

   Teaching is a nobel job, and both a science and art. Successful teaching is one of the main propellers for school belonging and academic enhancement. In fact, teacher's role is extremely controvercial to provide the learners with appropriate environment to better performance.The quality of students'learning is dependent mainly upon the quality of his effectiveness, commitment and motivation.

   The educator can make teaching more enjoyable and constractive if he performs, behaves and intreracts in righteous way. His personality, attitudes and behaviours can powerfully influence and change learners' perception towards learning and school. Furthermore, the best teacher is the one who can maximize students' learning potential as well as their psychological well-being in the classroom environment. In this respect, it is worth mentioning that effective teacher is not only the one who has the ability to connect between teaching and educating, but also the one who is able to leave an indelible diffrence on the students' psychological aspect and academic achievement. This can be achieved only by displaying virtuous personality characteristics, righteous behaviours and attitudes and by developing positive and respectful relationship with his learners.

   During the learning process, it is viewed that students' motivation and engagement get decreased. This may be because of experiencing various negative emotions and psychological disorders that affect their persistence and flow of learning, such as anxiety, stress and bordem. In fact, anxiety has an immense impact on students' attitudes, emotional state and academic outcomes. Also, feeling of anxiety among learners is correlated to many other factors like, learning atmosphere, certain subjects, tests and exams and mainly the way teachers deal with them in class.

   Teacher has a direct relationship with students' feeling of anxiety and nervousness in the classroom. Putting much emphasis on teacher's behaviours

and attitudes is essential to create a non-threatening learning environment, and to maintain students' engagement in the learning process without hesitation or psychological disorder. Henceforth, the learners' feeling of agitation and anxiety can be minimized if the teacher considers himself not just as an instructor who provides knowledge, but also as a person who cares about the learners' needs, intrests and affective state.

The major concern of this study is to investigate how teacher's personality and attitudes affect the learners' feeling of anxiety. It explores the teacher's techniques and strategies that help in decreasing learners' feeling of anxiety. Moreover, it illustrates the extent to which teacher's personality and attitudes help to lessen and handle the learners' negative emotional state.

This study tries to investigate teacher's personality and attitudes and their impact on reducing learners' anxiety. In this respect, it seeks to provide answers to the following reseach questions:

1. How do teacher's personality and attitudes affect learners' psychological aspect?
2. What effects teacher's personality and attitudes have on students' feeling of anxiety?
3. What are the teacher's strategies that can alleviate learners' feeling of anxiety towards learning?

To answer these questions, we hypothesize,

1. Teacher's character and attitudes affect positively learners' psychlogical aspect.
2. If the educator demonstrates good and adequate personality traits and attitudes in the class, then he will be able to reduce anxiety among learners.
3. Teacher can decrease students' feeling of anxiety through praise, motivation and good relationship.

For reaching the research aim, a descriptive method will be adopted using two instruments; a questionnaire and a classroom observation.

<u>General Introduction</u>

The qestionnaire is designed to sixty third year secondary school students and the classroom obsevation. The sample is randomly selected.

This dissertation consists of two principal parts. The main objective of the theoritical part is to give background information about the basic elements; teacher's personality and attitudes and learners' anxiety. Two chapters are involved in this part. The practical phase is about the research methodology and data analysis.

The first chapter deals with teacher's personality and attitudes. It presents definition of terms « personality, teacher, teacher's personality, attitudes, personality traits ». Also, it provides an overview about teacher's effectiveness and the effects of intrinsic factors on it. The chapter includes also the different qualities of good teacher. In addition, it includes teacher's differences; introvert, extrovert, novice and experienced. More, the presented chapter sheds light on the role and effect of teacher on students' personality. Finally, it discusses the relationship between teacher's behaviour and the students' anxiety.

The second chapter is devoted to students' anxiety. We provide the definition of anxiety, the various types of anxiety objective, neorotic, state, trait, and facilitating and dibilitating anxiety. Also, we mention the main sources and factors that induce anxiety among individuals. More, we clarify its symphoms as well as its effects on the academic achievement, and then, we get cross the learners' differences introvert, extrovert.

The last chapter is concerned with the analysis of the collected data from both students' questionnaire and classroom observation. This chapter implies the description, the analysis and the interpretation of each one of them, and the discussion of the main findings, and ends up with some recommendations and suggestions.

Chapter One:

Teacher's Personalityand Attitudes

Chapter One: Teacher's Personality and Attitudes

1.1. Introduction

School is extremely essential for everyone to succeed in the professional life. It is regarded as a source of learning, achievement and progress. In fact, the school's educational staff can powerfully help in the cognitive, emotional and social improvement of learners. Teacher is seen as an essential pillar of the educational system. His role is highly crucial for the development and success of the instructional process. He is the major factor that can maximize students' learning potential in the classroom environment. Obviously, teacher's personality traits and pedagogical attitudes matter a lot in the classroom settings. They serve as a key for the enhancement of learners' academic performance and psychological aspect. As it has been stated in various academic and pedagogical researches, the teacher has a noticeable and indelible impact on learners' motivation and engagement towards learning. His personality attributes and effective attitudes consciously or unconsciously, directly or indirectly affect not only students 'psychological state in class but also their willingness to learn.

This chapter deals with teacher's personality and attitudes. It presents definition of terms «personality, teacher, teacher' personality, attitudes, personality traits». Also, it provides an overview about teacher's effectiveness in classroom. More, the presented chapter sheds light on the effect of intrinsic factors on teacher's efficacy. The chapter contains the different qualities of good teacher. In addition, it includes teacher's differences; introvert, extrovert, novice and experienced, as well as the role of teacher in students' personality. Finally, it discusses the effect of teacher's behaviours on students and the correlation between teacher's behaviours and the students' feeling of anxiety.

1.2. Personality Defined

The term personality has been defined in many ways, but as a psychological concept, Personality is focused on classifying and explaining psychological characteristic. Personality emphasizes those qualities that make all people alike and others differ.

Callahan, (1966) defines personality as opinions, morals, attitudes, characters, skills, self-confidence, intellect, inspiration, behaviours. That is to mean personality includes numerous sorts of characteristics, beliefs, states of thoughts that distinguish one individual from another. It is consistent and established series of intellectual tendencies and mechanism of humans which impact their physical release, mental and social environment. In accordance with Pavin (1996, as cited in Rhodewalt, 2008, p.1), *''Personality is the complex organization of cognitions, affects, and consists of both structures and processes and reflects both nature (genes) and nature experience''*, in other words, personality is a complicated organization which impacts and includes each treatment and system.

Alloport (1961) states *"personality is a dynamic organization inside the person, of psychological system that creates the persons' characteristic patterns of behaviours, thoughts, and feelings"* (cited in Carver and Scheier, 2000, p. 5). This means that personality represents a set of traits which are usual of that character, in which it has an impact on persons'views and its difference. Cambridge Advanced Learners Dictionary defines the concept of personality as *"the type of person you are, which is shown by the way he behaves, feel and think"* (2003, p. 925), that is to mean, personality is a characteristic way of thinking, feeling, and behaving. Personality involves moods, attitudes, and opoinion, and is most clearly expressed in interactions with others. *"Personality represents those charactirestics of the person that accounts for consistent patterns of feeling, thinking and behaving"* (Pervin & John, 2001, cited in Dornyei, 2005, p.11). This means that personality refers to individual differences in distinctive patterns of thought, emotions, and attitudes.

1.3. Teacher Defined

Teacher personality is an aspect of teacher characteristics. The personality of teachers has been researched to see if it impacts on students educational achievement.

Teacher plays an important role in education system as he helps in enhancing students' academic performance (Rushton et al, 2007), teachers as the most critical part of the learning process. The competent teacher surely influences the educational progress of his/her student in several manners. UU No. 16 Year 2005 on teachers and

lecturers (Article1) states *"The teacher is a professional education with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate learners in formal education, in primary education and secondary education''*, The trainer is a determiner of the greatest function is figuring out the first-class of studying in an schooling of students. As appropriate as any educational application contained withinside the curriculum with out the function of instructors who domesticate into fabric that may be understood, it will now no longer imply some thing for learners. In addition, teachers'profession is an adult educator who determine of the greatest function to provide aids to the students in enhancing each physical and spiritual. in order to obtain the level of maturity capable of standing alone fulfill his studies as a creature of god, being social and being an independent individual. Mulyasa (2003, p.53) added that instructors must have academic qualification and competence as agents of learning, physical and spiritual health, as well as have ability to recognize the goals of education.

1.4. Teachers' Personality

In the educational disciplines, there are relatively distinct research fields that focus on investigating different aspects of the teaching profession and teacher personalities. For example within pedagogy focuses on the responsibilities and and rights of teachers with regard to their students. So in the teachers'personality is the important and complex variable in the educational process.

Morrison and Mcintyre, (1972) State that teachers' character has a tremendous effect on students' manner of thinking, inspiration, attitudes and their educational achievement. Tutor's personality includes diverse internal traits, which reflect his expression of morals, opinions, behaviour, and attitude (Robertson-Kraft and Duckorth, 2014). Mohammadi (2015) claimed that teacher is a significant figure in teaching-learning process. His Personality influences learners' academic performance. Displaying good teacher's personality traits is essential in conducting effective educational process. The effective teaching is done via effective teacher who knows the individual needs of students. It adapts the teaching, academic methods and he creates an atmosphere for learning, which could be beneficial in attaining the

objectives of lessons (Kubiczek, 2009). Hamer believes that effective teacher is to raise or obtain a high level of motivation to learn.

1.5. Attitudes Defined

In social psychology, an attitudes is an evaluation of an attitude object, it reacts in certain way simultaiously holding both positive and negative attitudes toward the same object. Attitudes often come in pairs, one conscious and other unconscious.

The term attitude is a French term that originated from the Italian word attitudinise and from the Late Latin aptitudo and aptitudin (American Heritage Dictionary of the English language, 2000; Venes, 2001). Some synonyms to the term attitude include orientation, approach, outlook, manner, stance, position, feelings, thoughts, mind-set, way of thinking, and way of behaving. Dark (2005) claimed that attitudes are *''1. A position of the body or manner or carrying oneself. 2. A state of mind or a feeling; disposition. 3. An arrogant or hostile state of mind or disposition.''*In other words, attitudes is a process of emotions and behaviour in particular manner. Besides, attitudes are mental and neutral state of readiness orgnized via experience, exerting a directive influence upon the individual's response to all objects and situations with which is related. A complex mental state involving beliefs, feelings, values and dispositions to act in certain ways....Positive attitude of teachers reduce from students anxiety in which teacher's high- quality method, can improve student success (Hilt, Cha & Nolen-Hoeksema, 2008).That is to mean, positive attitudes in the classroom are a primary element to the effective teaching. Examples of characteristics required include enthusiasm, caring, modelling and high expectations. These examples all increase students motivation and increase students achievement. So being approachable, knowledgeable and available to student needs will create a postitive reponse from students.

1.6. Personality Traits

Psychologically, personality traits refer to the person's general style of interaction with the world. People differ from one another in their style of behaving, in ways that are relatively consistent across time and situations.

Personality traits are: *''Stable, inner, personal, dispositions that determine relatively consistent patterns of behaviour (including feelings and thoughts) across different situations''* (Chamorro-Permuzic & furnham, 2010, p.129-130), in other words, personality traits make people behaviour different from the others. So to understand personality traits, it is important to understand and consider both the way people are different from each other and the way they are similar. Capsi, (1998, as cited in Costa & McCare, 2006, p.98): *''Personality traits are thus organizational constructs; they influence how individuals organize their behaviour to meet environmental demands and new challenges''*. Writer wanted to say that Personality developments are therefore organizational constructs. They have an effect on how people prepare their behaviour to satisfy environmental needs and new challenges.

1.7. Teacher's Effectiveness in Classroom

Teacher effectiveness is the ability to use the approaches, strategies, connections to students and particular set of attitudes that lead to improve students learning and achievement.

The United States Department of Education (2013, p.1) defines behaviours of highly effective teachers and the resultant student outcomes *"high effective teachers accelerate student learning, close achievement gaps that have persisted for decades, and build habits of mind that changed the trajectory of student live, resulting in lower dropout rates, lower rates of teen pregnancy, and greater life time earnings and career satisfaction"*, Zagrar (2013, p.1) explores that is very necessary to be effective teacher in order to reach success in the professional life. Teacher can adopt high standard methods of teaching inorder to create good atmosphere inside classroom. As teacher can use a collaborative learning, an effective teacher can reviews the last lessons; ask questions after teaching the lesson, help students to present their own ideas that help teacher graps more ideas from students. So these techniques help in improving the self-confidence of the students.

1.8. The Effect of Intrinsic Factors on Teacher Efficacy

Teacher efficacy is a teacher's beliefs in his or her ability to be successful with her or his students.

According to Rotter (1999), teacher efficacy is the ability of teachers to manipulate positively the classroom environment. Bandura (1977) suggested that there are various intrinsic factors that greatly affect teacher's efficacy; such as motivation, autonomy.

1.8.1. Teacher Efficacy and Motivation

Teacher has self-efficacy influences students'achievement and motivation. Bandura (1997) claimed that teachers' efficacy has significant role in teaching academic achievement. Teacher efficacy and its relation to human behaviour has extended to field of education. Cantius and Fokken-Bruinsma (2011) investigated teacher's motivation and its relationship with teaching self-efficacy. Vallerand et al (1992) assert that one of the most important psychological concepts in education is certainly that of motivation. Peck et al, (1977) claim that there is a correlation among teacher motivation and student self-esteem. Thus means that there are a significant affect of teacher self-efficacy and motivation on academic achievement in education. In other direction, it was found that teachers with high efficacy levels also demonstrate a high level of creativity during challenging times(klassen et al, 2009&Tze, 2014).

1.8.2. Teacher Efficacy and Autonomy

Self efficacy predicts autonomy positively. This can be interpreted as a sense of self-efficacy makes positive contributions to perception of autonomy. As a result teacher self-efficacy will feel more competent and successful in their job.

According to Basikin (2006), teacher autonomy refers to teachers' potential to adapt curriculum, textbook, and classroom activities. Based on what Lamb (2008) states, autonomy of teachers help them organize teaching in new approach autonomously and fit learner's needs. Being autonomous teacher aids to enhance teaching style and strategies as well as learner autonomy in class. More, teacher autonomy is the quantity to which teachers have the capability to enhance his teaching. Autonomy may be considered from distinctive perspectives. For example, one can be self sustaining within side the

experience of being able to self-direction, self-improvement, or in the experience of being freed from constraints (Lamb, 2008). Suggestions are recommend inspiring scholar teachers to end up extra self sustaining.

Globally, It is assumed that teacher's autonomy can boost his own self-governing capability, which might also additionally make a contribution to better success and motivation in teaching. It is argued that this improvement amongst teachers might also additionally have a high-quality impact at the improvement of self sustaining studying amongst their destiny students (Sert, 2006).

1.9. Qualities of Good Teacher

Successful instructional process depends mainly on the quality of teacher's personality traits. In fact, Teacher's personality traits and attitudes have a major role to play in developing student's engagement and learning. Showing good qualities in teaching support the learner's psychological aspect.

1.9.1. Good Teacher as Strong Communicator

When it comes to effective teaching, strong communication skills are a must, said DR. Daniel Tanguy (2019) *''I'm a firm believer in communication in all forms,'* hesaid, *''as a leader, communication is a tool for overcoming fear''*. This means that successful teachers go hand in hand with good communication. Effective teacher communicates in more than one way. The communication of teacher, verbal and non verbal, is an important factor required from teacher to become successful in their educational pursuit.

1.9.2. Good Teacher as Active Listener

Kritine Ducote: *''Teachers that are skilled in listening and observing of the pick up on what isn't being aid, such as any anxieties a student may have, and can help the student build their skills and confidence levels''*. This means that teacher is required to be there and listen to his students' interests, needs and concerns in order to help them overcome their weaknesses and enhance their performance in the classroom context. Therefore, students will be more self- confident, motivated and enthusiastic to proceed effectively in their studies. Latricia Maddox, who is studying for a bachelor's in business, said that effective listening skills also help a teacher better understand their students and

tailor lessons to reach them how they learn best. In other words, the effective listening skills help teachers to understand their students and plan lessons according to his students' weaknesses in order to help them reach the instructional objectives in more successful way.Teachers who are skilled at listening and observing what isn't being helped can assist students in developing their skills and confidence levels. *''If an educator can truly hear a student, they can learn how to reach them where they are,''* she said. *''this will open the door for them to receive and learn the lesson that is being taught.''*(Hurwitz & Hurwitz, 2005, p.38). That is to mean if teacher is a good listener, he could recognize his learner's intrest and needs. Thus, he will be able to increase their flow of learning.

1.9.3. Good Teacher is Being Respectful

Respectful between teacher and students should be mutual. In fact students respect teachers who they feel respect them. The more students respect the teacher and believe that he has their best interest at heart, the easier it facilitates a sustaining learning environement.

Respect is very important foundation factor in the development and maintenance of a healthy learning environment. It is respect that opens space for the development of trust and learning, (Elizaveta Pachina, 2019).

1.9.4. Good Teacher is Adaptive

Rogers, (2013, p.3) said*''Change is constant''*.she said *''Learning how to adapt and adjust, that's been one of the skills that's been's most helpful in my career''*. It is about keeping finger on the pulse of who my students are over time and all the trends, standards and new research, and being able to continually improve. *"Adoptability is also one of the key skills needed to be a teacher who may be educating students of varying grade levels or different learning styles, Tanguay said. ''you have to be able to adapt based upon your audience,''* she said. This means that when teachers are more adaptable, they are better able to respond to the teaching changes and needs. More precised, Martin, Nejad, Colmar, and Liem (2012, p.66) defined adaptability as an individual's capacity to *''constructively regulate psycho behavioural functions in response to new, changing,*

and/ or uncertain circumstances, conditions and situations''. Differently put, that constructively adapt psycho behavioural capabilities in reaction to new, changing, and/or unsure situations.

1.9.5. Good Teacher is Engaging

Being competent to engage students with humour, creative assignments and a strong classroom presence is an important part of what makes someone a good teacher, Tanguay (2019, p.181) said: *''If you were to envision that teacher that you would want in your life, even now, you're going to want someone who is very engaging in front of the classroom,''* she said. *''A good teacher will perform for their students to keep them going... It's not about sitting back and just lecturing, it's about engaging in the work.''* What an engaging teacher looks like will vary depending on grade level and subject matter, Tanguay said. In kindergarten, an an engaging teacher might be one who gets down on the floor to do activities with their student's on their level. In high school, an engaging teacher may be one who thinks outside the box, adds humour to their lessons and finds creative ways to bring leaning into the real world.

Tanguay claimed that active learning requires students to participate in class, as opposed not only in sitting and listening quietly, as using some others strategies such as gets down on the bottom to do conditioning with their scholars on their position, In high academy, an engaging schoolteacher may be one who thinks outside the box, adds humour to their assignments and finds creative ways to bring literacy into the real world. That is mean that teacher should do his effort to encourage their students to continue their studies. Teacher shouldn't be only giver, he should let their students interact with him. Teacher should be attractive, ctreative to let them participate and working collaboratively.

1.9.6. Good Teacher Shows Empathy

Tanguay (2019, P.161) said. *''We need to take a moment to think back and think about what could be going on in this student's life,''* he said. *''It is so important to be observant, attentive, empathetic and always have a positive attitude''*.

Rhonda Garrison, a student in psychology programmes, said empathy and understanding from a teacher can not only help that teacher make a connection with a student, it can directly impact a student's learning in the classroom. ''something that may be easy for one student may not be so easy for someone else,'' she said. ''Everyonelearns differently, whether it is faster or slower than normal, learns better by writing, reading or hands-on. Teachers need to always keep this in mind and always pay a close attention to ensure each student is on the track they need to be''. She means that teacher need to link between the past and the future of the leanrner's needs to suspect them in future. In addition to that learners differ from one to another in acquiring learning, there is some who impart fastly and others impart slowly. So teacher should be aware to assure each student.

1.9.7. Good Teacher Shares Best Practices

Rogers said an amenability to partake knowledge and gests with others is one of the most important rates of a good schoolteacher. Rogers (2016, p.38) said that *''Education is hands-on field and often requires experimentation within the classroom to discover which methods of communicating with students work best''. "Part of being an effective teacher is sharing your findings and best practices with others in the field". ''I always challenge my students to think, ''what is your contribution?'' She said. ''Are you brave enough to post on writer about your ideas on technology integration in the classroom? Your willingness to share your practice, to keep an open door, to be transparent and to be observed are an important part of your teaching.''* Rogers (2016, p.38) said. These stage means that Winners of the excellence in teaching award have agreed to share their practice with their peers in order to improve instruction across the district.

1.10.   Teachers' Differences

Researchers have stated some features which can distinguish teachers

1.10.1. Introverted vs Extroverted Teachers

The quality of the instructional process and the students' learning depend mainly on the quality of teacher's personal characteristics and attitudes. In reality, personality traits and attitudes of the educator are essential factors that show effectiveness for creating an

effective learning environment and enhancing the teaching-learning process. Agreeing on the same spectrum, Martin (2004) states that teacher'ability to create positive atmosphere in class and manage it effectively is mostly affected by various factors. Introversion is *''Attitude-type characterized by orientation in life through subjective psychic contents''* (Jung, 1989, p.369). Extroversion is *''attitude-type characterized by concentration of interest on the external object''* (Jung, 1989, p.394). That is to mean that introverion is a tendency in lifestyle via subjective psychological concepts characterized the attitude-kind, while extroversion is an attitude that characterized with aids of using conscience in the outside object. One of them may be teacher's personality type. One of the main attributes associated with the teachers in the class is their introversion or extroversion.

On one hand, introvert teacher is a kind of individuals who is very conservative, disciplined and poise. He usually exhibits good attitudes in classroom and takes control over his behaviours and negative emotions, such as anger, neoroticism and nervousness (Silverman, 2012). His way of teaching and treating students is more quiet, respectful and tactful; therefore he is more prefered by energized learners (Little, as cited in Bloom, 2013). In addition, in such class that is managed by an introvert teacher, there is a high level of organization and discipline. He has the ability to manage learners' disruptive and inappropriate behaviours wisely. More, introvert teacher is more likely to handle his student's psychological disorder and negative emotional state, as he is a good listener (Thompson, 2012). Differently put, Introvert educator thinks that his principal role in the classroom is to be truely present for his learners, and to deeply listen to their needs, intrest and concerns. Introvert teacher puts much emphasis on planning and designing courses. This may be because he considers the lesson plan as a guiding chart that gives him direction of what and how to do in a specific teaching situation, and gives him more confidence to proceed. In fact, such emphasis is mainly because he is not able to think and react in more spontaneous way (Helgoe, 2008).

On the other hand, extrovert teacher is known to be very alert, sociable and enthusiastic person. He very often dispays an outgoing performance in the classroom. Actually, extrovert teacher has more vivid classes, as he promotes collaborative work and class discussion. This in fact boosts learners' engagement and participation in the

classroom tasks. In addition, extrovert teacher is energetic. He usually plays multiple roles in the classroom such, facilitator, organizer, guide and motivator. Actually, such teaching strategy helps not only to maintain more confortable and motivating classroom environment, but also to enhance learners' active participations in the teaching-learning process. Furthermore, extrovert teacher reveals an outgoing performance. In his class, classroom interaction is of supreme importance. In reality, he is a good communicator. Therefore, he is more able to establish good correlation and friendly exchange with his learners (Thomason, 2011). Promoting sense of creativity and innovation is one of the main qualities of an extrovert teacher. He frequently tends to diversify his teaching practices. He mostly adapts supplements and applies new teaching techniques, methodologies, activities, grouping practices, in order to bring his learners' intrest and attention. In deed, extrovert teacher tends to make his teaching more flexible and his learners more autonomous. Therefore he is considered as the proponent of learner-centred approach (Jensen, 1987, as cited in Nigrum, 2009).

Extraverted individualities are defined as carrying information and being ampacted through three external worlds of people, effects, and events. They are active and friendly. They also enjoy meeting new people, allowing audibly, and knowing what is going on around them (Fairhurst, 1995). Extraversion is characterized by being gregarious, high on positive affect (feeling good), and in a need of external stimulation (Bartol, 2008). Mount and Barrick (1995) mentioned that extraversion is most frequently described as which an existent is sociable, gregarious, assertive, audacious, active, energetic and ambitious. Tallan and Burning (2008) also stated people high in extroversion tend to be high players and committed to the association and their work. They will develop cerebral contracts that reflect their hard commitment and amenability to work with others. Withdrawn individualities are more amped by the internal world of their ideas, studies, and generalities. They are good listeners, passionate, and generally more delicate to get to know they enjoy deep exchanges, have many close musketeers, and are likely to know what's going on inside them rather than what's going on around them (Rushton, Morgan, & Richard, 2007).

Thompson (2012) states that, *''the main differences that identify introverts and extroverts are the source of their personal energy, their sense of boundaries and their comfort zone''* (p.6), he wanted to say that the principle variations become aware of introverts and extroverts are the supply in their non-public energy, their experience of barriers.

1.11.   The Effects of Teacher's Behaviour on Students

Taneja (1989) stated that *''the meaning of behaviour is conduct or carry oneself behaviour is what we do, especially in response to outside stimuli''*, that is to mean that behaviour is an observable performed by person who behaves in response to particular situation or stimulus. As Gage (1998, p.8) cogently points out *''Teachers must know how to manipulate the independent variables, especially their own behaviours, that determine learning''*. In other words, teachers'behaviour have an essential influence academic achievement of students. So the instructors have to be aware about   bout   how   to behave with their student intellengently. That benefits both side of students and teachers. Joyce (1980) also defined that *''Behaviour is lawful and subject to variables in the environment''*. He further defined that ''behaviour is observable, identifiable phenomenon''.

The researchers stated, *''Emotional obstruction refers to teachers' disrespect, sarcasm, and negative affects toward a specific student, while instrumental obstruction was teacher behaviour that undermines a student's effects, or as a response that fails to render academic aid when it was needed''* (Meyer & Turner, 2002; Strati et al, 2017, p.133), they meant that Emotional obstruction refers to teachers' disrespect, and terrible influences closer to a selected student, at the same time as instrumental obstruction become instructor behaviour that undermines a student's effects, or as a reaction that fails to render instructional useful resource whilst it become needed. According to (Bandura, 1989, p.2) *"cognition, and other personal factors, and environment influences, all operate as interacting determinants that influence each other bidirectional''*, they means that Cognition, and different private factors, and surroundings influences, all perform as interacting determinants that have an effect on every different bidirectional.

Washburne and Heil, (1966) claimed that educational exploration has shown that teacher behaviours that display tone acceptance, acceptance of others, and perceptivity to the need of others are important variables affecting both classroom climate and pupil stations toward the course. According to Woodworth (1947), *''A trait is some particular quality of behaviour which characterizes the individual in a wide range of his activities, and which is fairly consistent over a period of time''* (Carol Wade, 2006). Rivers and Sanders (2002) conducted value-added research and conducted, *''A teacher's effect on student achievement is measurable at least four years after the students have left the tutelage of that teacher''* (p.16). He claimed that Cognition, and different private factors, and surroundings influences, all perform as interacting determinants that have an effect on every different bidirectional.

1.12. Looking Beyond Teacher's Classroom Behaviour

1.12.1. Experience and Novice Teachers

In the educational system, teacher is considered as the essence for achieving good and efficient instructional process (Galabawa, 2001). In his career he proceeds as student teacher, novice then experienced teacher (Barnard, 2004). Actually, various researches pointed that there are significant differences between novice and experienced teachers. Obviously, in the classroom context, their efficiency, management, attitudes and behaviours greatly differ. Therefore, it is worth mentioning to what extent expert and novice teachers are distinctive in their teaching process and classroom performance.

Initially, experienced teacher is recognized by the period of time he has spent in teaching. According to Gatbonton (1999, as cited in Rodriguez & Mackay, 2010) expert teacher is the one who experienced teaching for 5 years or more. In contrast, novice teacher is just starting his development in teaching (Sharma, 2012). His classroom experience is less than 3 years (Gatbonton, 2008). Next, experienced teacher is more knowledgeable about the curriculum content, the pedagogical instructions, teaching-learning process and the learning environment. He demonstrates better understanding and care about learners' needs and learning process (Richards & Farell, 2005). He has high level of content knowledge in their subjects, skills and beliefs (Rodriguez & McKay,

2010); however, teacher who is novice needs to learn and acquire more ideas and skills to become good classroom teacher.

More, being experienced in teaching means being more flexible and effective in planning lessons (Richards & Farell, 2005). In this respect, while planning expert teacher tries to identify first the merits and demirits of each point in the textbook. He puts much emphasis on adapting and supplementing the curriculum content by diversifying the teaching materials in order to be congruent with learners' concerns, learning styles and needs (Richards & Farell, 2005). In fact, he frequently updates the information that exists in the text and makes it familiar and intresting to learners. He tries to adopt his own texts, pre and post activities and re-sequence activities and procedures. On the other hand, beginner teacher has little or sometimes no mastery experience in designing courses. He shows less flexibility during lessons' planning. He has long and very detailed lesson plan, since he blindly follows the curriculum and text book content.

1.13.   Role of Teacher in Student's Personality

Having an abundance of enthusiasm, knowledge, encouragement, and support, cooped with her/his being and humours are those crucial factors of teacher's personality that not only enhance the teaching-learning process rather they are also helpful in decreasing the stress level among students and make awake all the time providing a relaxed environment (Zaheer, 2021). Valencic Zuljan (2007, p.4.) emphasises: *''If scientific models are to become a key component of students' conceptions and professional competences, we need to encourage and enable students to become aware of their own conceptions, the potential lacks and conflicts in their conceptions and a need for change''*. That is to mean that scientific models are essencial factor of student, so teacher should encourage and support students to be aware about their personal connceptios. Ofoegbu (2004) studied that teacher should be a good motivator to improve learner's study, should first encourage teacher for own satisfactionor.

1.14.   Relationship Between Teacher's Behaviour and Student's Anxiety

In the educational setting, students' effective performance and psychological well-being are mainly a result of teacher's behaviours and attitudes. Actually, in classroom, the teacher is a significant factor that profoundly affects the students' cognitive, emotional and personality development. Therefore, it is evident to argue that there is a strong and a noticeable correlation between teacher's behaviours and attitudes and the students' affective state.

Effective teacher- student relationship minimizes disruptive behaviours that interfere with instruction, accordingly creating a congenial climate to learning for all scholars in the classroom. (Alderman & Green, 2011; Parsonson, 2012). The positive relationships among teacher and the students helpin reducing students' anxiety. It can lead to avoid a harch and rigid classroom climat that may affect student's performance and lead them to fail academically (Miller, 2000; Moos &Moos, 1978).

Among the factors that propel students to have long success in their life is the positive support of their teacher (Barile et al, 2012; Krane, Karlsson, Ness, & Kim, 2016). Students with severe behaviour issues are more likely to be suspended, to be held back, and to decrease out of academy (Baker et al, 2001). Teacher's positive attitudes and behaviours have a major part in creating friendly and non- threatening learning atmosphere for the students. Indeed, they greatly contribute in the students' development and academic success (Awan, 2011). Supporting the same assertion, Slater (2013) argued that students' attitudes towards learning, manner of behaving and thinking and their academic outcomes are significantly affected by teacher's personality.

Additionally, students, whose teacher shows empathy and understanding of their emotions; such as fear, anxiety, will feel more confortable in their learning, and they will be more motivated and engaged. In terms of Mclaughlin's analysis (1994) that the area of classroom disciplines is integrally related to the issue of insulating a sense of responsibility in scholars. Each time schoolteachers interact with learners in a shot to modify their gets; they are suitable to observe the distribution of power in the relationship and to conclude what's being anticipated of them. Research documents that teachers that have a more positive attitude with students will have students who perfom better

academically. When they praise their students for positive behaviours, they will have students who are most likely to be on task and have less disruptive behaviours. Praising students' efforts has been shown to increase the appropriate behaviours of disruptive students (Reinke et al, 2007).

People are affected differently by stress, some use stress as a reason to be more successful while others allow it to cause them failures. The manner that people view pressure can decide the effect it will have on them. Recent studies suggests that the way a man or woman perceives problems may be motive for turning capacity situational pressure or sin to real actual ones (Fielding & Gll, 1982). Providing teachers, the tools they need to be successful in implementing positive behaviour supports could result in less stress and reduce teacher turn over. This would require powerful conduct aid practices and structures in area to be able to assist those changes, although with data-primarily based totally selection making inside the faculty management team (Handler et al, 2007). Research reveals that teachers that have more positive attitudes with students will have students who perform better academically. When they reward their students for effective behaviours, they will have college students who are maximum probably to be on venture and feature much less disruptive behaviours. Praising college students frequently has been proven to boom suitable behaviours of disruptive college students (Reinke et al, 2007).

Research additionally indicates that even amongst students with excessive expressive behaviours, trainer use of reward and corrective statements had been associated with declines in trouble behaviours (Smith et al, 2020). Soodak, Powell, and Lehman, (1998, report, p.481)*''Teachers' attitudes toward integration appear to vary with their perceptions of the specific disability as well as their beliefs about the demands that students' instructional and management needs will place on them''* in this phase scholars clarified that Teachers' attitudes towards integration seem to differ with their perceptions of the unique incapacity in addition to their ideals approximately the needs that students' educational and control wishes will location on them.

Hombre investigates the relationship between ability and anxiety and conducted that ''the higher student's ability level, the lower the test anxiety'', which means the better

student's cap potential level, the decrease the check anxiety. The relationship between teacher and students play a significant role in student's success (Hattie, 2009; Klem & Connel, 2004, p.73).

Overall, the impact of teacher on the students' psychological aspect and personality is a fact that no one can deny. It is significant for teacher, as being the main driver of the teaching-learning process, to stand for distinctive teaching roles, effective personality traits and good attitudes to cater for the range of learning needs, and to achieve different educational goals.

1.15. Conclusion

The quality of students learning is dependent mainly upon the quality of teacher's effectiveness, commitment and functions bestowed on him. In fact, Teacher has a major role to play in boosting students to work productively, and to be constantly desired to put efforts in a given task in order to attain their academic goals successfully, and thus enhance their performance.

It is evident to argue that teacher is a great determinant in ensuring the quality of outputs that the students receive. The way he behaves and interacts during a course matters a lot in the educational process, and it has an immense impact on students' engagement, personality and psychological development. Moreover, his personality traits, good attitudes and constructive relationship with learners have a considerable influence not only on promoting their sense of security and belongingness to school, but also on decreasing their high level of anxiety and stress towards learning. Indeed, teacher is consider as the backbone of the teaching-learning process ,since he provides direction and reason for learning, and his personality and attitudes are the key to create a supportive and positive atmosphere where students with psychological disorders as anxiety or depression demonstrate a strong willingness to learn and enhance their academicachievement.

Chapter Two: Anxiety

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2.1. Introduction

The psychological aspect has a controvecial role to play in helping the individual to reach the well-being and the inner peace. It is the key of being frequently competitive and successful in life. In fact, one's positive psychological aspect can be the main predictor of his intrinsic motivation, achievement and progress. It can be considered as a source of support that affords him a great sense of self-esteem, self-confidence and persistence. However; in today's fast paced competitive world, individuals in all social categories are subject to high levels of stress and anxiety. Actually, feeling anxiety starts to hold a serious toll in all forms of one's life. It is regarded as one of the most common negative emotions and psychological disorders that may severely impede one's academic performance and social development. The influence of anxiety is detrimental, because it decreases an individual's energy level as well as it debilitates his psychological equilibrium and passion to meet goals.

This chapter sheds light on one of the most common psychological barriers which is anxiety. It provides an insight into the definition of anxiety, the different types of anxiety objective, neorotic, state, traite, facilitating and debilitating anxiety. Also, this chapter presents the main sources and factores that provoke anxiety among individuals and its symptoms. In addition, it discusses the relationship between anxiety and academic achievements, and then, it demonstrates the learners' differences in the classroomm context.

2.2. Definitions of Anxiety

Anxiety has been regarded as one of predominent factors that affect the psychlogical balance and success of great number of individuals. It is the most prevalent issue that attract special attention from psychologists and even practitioners. In fact, everyone sometimes can be a victim of anxiety in one form or another, and in different degrees. Anxiety has a significant effect on individual's every day activities. It may hinder his potential to concentrate and deal positively with functions bestowed on him. It is known as a strong emotional state of being worried and nervous. It isarised from a fear of an expected upcoming event.

Anxiety was a major concern in scholars' researches for many years.Various definitions are exposed by researchers in order to clarify the notion of anxiety. Ultimately, anxiety refers to when a person feels nervous, tense and worried because of an arousal of his nervous system (spielberger, 1983:1, cited in Brown, 2007). More precisely, Huberty (1997) defines anxiety as *"a unique emotional state characterised by feelings of distress and tension about real or anticipated threats that may manifest in cognitive, behavioural, or physiological patterns."* (In Low and Raad, 2008, p. 38). In other words, a person is anxious if he feels threatened and afraid when being exposed to an objective or expected danger. This sentiment can affect him physically or psychologically. In addition to this, Sarson in Harris et al state that anxiety is a natural response and psychologicalstate of worry and discomfort that a person demonstrates to face a threat that may affect his ego or self image(harris et al , 2003).

There are various dfinitions for the term anxiety. The Cambridge Advanced Learner's Dictionary defines anxiety as*"an unconfortable feeling of nervousness and worry about something that is happening or might happen in the future"*(Cambridge Advanced Learner's Dictionary 2003, p. 47).Indeed, experiencing high level of anxiety may lead to develop an exceeding feeling of fear from any life situation and it may hamper a person to proceed in his life in more effective way. Besides, Mussen et al (1974) argue*"anxiety is not a pathological condition is itself, but a necessary and normal physiological and mental prepation for danger. Anxiety is necessary for the*

*survival of individual under certain circumstances. a failure to apprehend danger and to prepare for it may have a disastrous results ." (*Mussen et al, 1974, p. 387). That is to say anxiety can be good in certain conditions. It may helps to motivate an individual to accomplish tasks given to him and to be constantly ready to encounter any threatening situation in more normal way.

It is evident to note that anxiety is a common unpleasant sentiment that encompasses negative thoughts , and inner feeling of dread , distress and worry that we experience when being exposed to a danger in workplace , classroom , and in everyday life activities. It can not only influence our emotional state, self-esteem and behaviours, but also it can lower ourmotivation to reach personal objectives and achieve success in life.

In various educational settings, learners are burdened with great will of achievement pressure. This leaves them in higher lurch very often, make them experience an increased level of agitation and anxiety. In fact, classroom anxiety is a helpless emotional state and a prominent issue that causes weak academic performance. Anxious students usually encounter significant difficulty functioning at school (Wagner, 2005). They frequently feel intimidated and develop a distracted sentiment of worry and tension either from schools, learning environment, and certain subjects as foreing languages, math, tests and exams or even from teachers (Meetai, 2012). Consequently, this negative and unwilling state may lead to passive and uneffective study habits as well as it can decrease the level of intrinsic motivation and block the potential to achieve positive academic outcomes.

A great number of anxious learners feel lost and incapable neither to improve their learning level, nor to cope with their negative mental and psychological states. Hence, it is quite important to make the educators more aware of anxiety as a detrimental factor that can easily impact students' learning process. Actually, teacher serves as a key to students' engagement (Jensen,2013). Many researchers confirmed that the students' learning, academic performance and emotional well being are dependent

mainly upon the effectiveness, and support of their teacher (Meyer, Turner, 2002; Strati et al, 2017).

Moreover, the pedagogical strategies that the tutor develops as well as his way of dealing in the class have the potential to advocate students' learning and to effectively handle the high level of anxiety in school and classroom environment. Henceforth, regarding the negative aspects that anxiety reveals, it is quite necessary to present the successful keys and the most useful pedagogical strategies and recommendations that help to alleviate classroom anxiety and enhance academic performance.

2.3. Types of Anxiety

Researchers have revealed many types of anxiety; here are some of them:

2.3.1. Objective VS Neorotic Anxiety

Anxiety is recognised as an emotional state that stems from feeling threatened. Sigmund Freud, who is one of the first to emphasize on the concept of anxiety, distinguished between objective anxiety and neorotic anxiety. Freud saw objective anxiety as an emotional state that is more likely similar to fear. He states that objective anxiety is a rational reaction that appears to encounter a noticed threat in the environment (Bennett, 1982). More, Individual with objective anxiety is aware of the source of danger, and he is able to identify his fear, control his worries and cope with them in more natural way .In fact, all persons do have anxiety at one time or another. It is a normal human experience; however, if this feeling of nervousness and stress becomes excessive and out of the propotion with what may be expected in a particular situation, then it will be an obstacle that may interfere with one's daily life as well as it will pave the way to develop a chronic anxiety disorder.

Freud interpreted neurotic anxiety as an unpleasant state of cognitive and emotional arousals, which lead to an unconscious and unrealistic conflictswithin the individual himself. The person with neorotic anxietyis not aware of the causeof his anxiety and discomfort (Bennett, 1982). In this respect, the neurotic anxiety suffers often experience constant and exaggerated level of fear about non-specific life

situations even when there is little or nothing to provoke it. Their dread is usually irrational and without objective reasons. It may become a permanant characteristic of their personality.

2.3.2. State and Trait Anxiety

Anxiety is an affective factor that is generally associated with individual's psychology. One can develop certain sense of worry while being predisposed to any challenge or threat like exam, oral presentation or interview. Anxiety can be a trouble when it affects one's life, work and social relations.

Through studies, some psychologists and scholars developed a number of theories and modals of anxiety such as: the trait and state theory suggested by Spielberger, which is the most well-known and significant in anxiety reseaches (Liu, 2009.p, 35). According to Spielberger, anxiety can take various forms, ranging from state anxiety to trait anxiety.

According to Spielberger et al (2005) state anxiety is a basic human sentiment that is characterized as a temporary emotional condition that one experiences when he encounters outside stimilus, challenge or threatening situation. This momentary change disturbs one's emotional equilibrium, and lets him feel tense, worried and nervous. This kind of anxiety seems to be a normal physiological reaction; once the sentiment of anxiety decreases, the individual then will feel ″ normal ″ again. In fact , a person who develops state anxiety may display unpleasant feeling of disconfort and uneasiness from a particular situation ; for instance, test , communicating using a foreign language , talking to strange people .However ; exhibiting an elevated levels of state anxiety is unpleasant and detrimental . It can seriously impact one's ability to perfom or positively react to a threatening situation.

On the other hand, trait anxiety is regarded as a stable attribute of an individual's personality. It is more constant and permanent. Person with trait anxiety is more likely to feel inappropriately afraid, anxious and threatened by tremendous amount of stimuli and in normal everyday circumstances (Spielberger et al, 2005). He usually

considers the environment as a dangerous place. He tends to react in an exaggerated anxious manner not just in stressful and hard situations, but even on situations that wouldn't provoke higher degree of fear and dread in other people. Actually, individual with trait anxiety tends to have a fixed partand static personality feature to experience frightening situations. He does not often feel ″normal ″. His feeling of anxiety is viewed as a psycho- pathological condition (Liu, 2009).

Henceforth, anxiety varies greatly. It does not occure as a single issue. Not all people feel anxious and sressed in the same degree or in the same way. While there are some individuals who display sentiment of anxiety and worry in certain particular situations, and this viewed as state anxiety, there are others who experience higher levels of tension and stress throughout their life until they become as a characteristic of their personality. This is considered as trait anxiety.

2.3.3. Facilitating VS Debilitating Anxiety

Anxiety is a negative sentiment and psychological disorder that hinders the individual to concentrate on essential issues and to perform well because of worring. It can also interfers with his personal and social life. Researchers Alpert and Haber (1960) categorized anxiety into two forms; facilitating anxietyand debilitating anxiety.

Initially, facilitating anxiety is considered as positive anxiety. It has good effects on individual. It helps him to feel highly motivated and desired to enhance his performance in work, exam and social interaction. In other words, in this form stress is viwed as a good alert and motivator for success. Facilitating anxiety does not hamper the preparation for test or abilities to take exams. In reality, it prompts learners to learn and to be frequently willing to achieve success in their learning process (Alpert and Haber, 1960). This good type of enxiety promotes student's intrinsic motivation and keep him *"fight"*the new information as well as boostinghim to put much efforts to minimize the unpleasant influence of anxiety (Scovel, 1978, cited in Ellis, 1994: 482).In deed, dispaying an emotional state of facilitating anxiety can be helpful and very useful to maintain the enhancement of learning a foreign

language and academicachievement. Hence, this may result in an improvment of one's self-image (Hedge and Tricia, 2000).

Furthermore, as anxiety can be good, it could be bad,too. Debiliting anxiety, on the other hand, is a negative type of anxiety. It has detrimental impact on individual's motivation and willing to perform. It makes him worried and very stressed, and it can lead him to forget what he must do. Actually, debilitating anxiety hinders and negatively affects students' abilities and preparation befor and during exams. Moreover, it can push sudents to avoid dealing with new learning task. Thus,it is significant to note that debilitating anxiety lowers one's performance. In language learning environments, anxiety tends to be the major factor that provokes negative and unpleasant emotional reactions towards learning a foreign language among a great number of students. Obviously, this negative aspect of anxiety interrupts the desire and ability of learners to be proficient and good communicators in the foreign language (Horwitz, Horwitz and cope, 1986).

In deed, both facilitating and debilitating anxiety are considered as a psychological state of tension about present and future events. They help simultaneously to encourage or toweaken the student (Linh, 2011). In fact, students who experience high degree of debilitating anxiety attain decreased academic grades and lower problem solving coping; however, elevated facilitating anxiety is closelyrelated with their higher outcomes and improved problem solving coping. In the work of Alpert and Haber, *"facilitating and debilitating aspects of anxiety are viewed as being relatively independent anchor points in continuum"* (Zeidner, 1998,p 98). In other words, the two types of anxiety have totally different effects on the individuals' psychological aspect.

Finally, it is adevisable sometimes for persons to develop a moderate emotion of tension in order to get motivated to accomplish functions bestowed to them, whereas; experiencing anexceeding level of any type of feeling anxiety is harmful and detrimental. Itis considered as a barrier for a great number of individuals to achieve

personal goals. Thus, it is of great importance to make people aware of its undesireable impact on mental and physical health.

2.4. Sources of Anxiety

It is important to introduce some sources in which anxiety is posed to as a paramount aspect. In fact, foreing language learning is regarded as one of the main sources that induce anxiety among many individuals, especially those who follow their studies in a non- native language.

No one can deny that anxiety has an indelible impact on the learning of foreign or second language. A large number of students in foreign language classes may forget words or commit mistakes in speaking productions, because of developing high degrees of tension and worry from the teacher and these are due to anxiety (Dorney, 2005). MacIntyre in Ying (2008) stated that foreign language anxiety is a sentiment of dread, apprehension and uneasiness, which is arised from learning or practising and speaking the target language by non-native speakers (Ying, 2008).

Gardner and MacIntyre (1991) reported that foreign language anxiety is a situational anxiety, as it is experienced in a particular environment which is the school or the classroom. Here, the students find themselves incapable to master speaking, listening, reading, or writing passages in a second or foreign language. On the same spectrum, Horwitz and Cope (1991) saw language anxiety as *"a distinct complex or self – perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process."* (Horwitz et al 1986: cited in Döney2001,p 364). It means that one can be anxious and tense while he is studying a language in non native environment. Spielberger explained the detrimental effect of worry and anxiety on second or foreign language acquisition. He stated that anxiety discourages non- native speakers to develop cognitive resources that can be effectively practised to enhance performance in the foreign language (Spielberger et al, 2005).

Students' level of language anxiety is dependent mainly upon a set of factors. As stated by Horwitz et al (1986): communication apprehension, test anxiety and fear of negative evaluation stand as the major reasons of foreign language anxiety that students usually encouter and get afraid from. Initially, communication apprehension is characterised by having a higher levels of fear while interacting with other people using a foreign language. Price (1991) stated that during a language course, the most prominent factors that drive students anxious is speaking a foreign language within a group or in public, answering questions verbally or listening and understanding a spoken message. Steinberg and Horwitz (1986) stated that anxiety while learning a foreign language has an immense influence on the learners'communication strategies (Horwitz et al, 1986). Individuals with communication apprehencion frequently exhibit difficulties in diffrentiating sounds and stuctures or in comprehending their meaning (Koba, Ogawa, and Wilkinson, 2000). In fact, persons that experience communication uneasiness feel unconfortable and unwilling to use the target languge in front of others. Spielberger et al (2005) claimed *"if learners are more anxious, they will be less proficient in speech skills"* (Spielberger et al, p 134). In this respect, if students are more often silent and passive recipients in the language classroom, they will be disabled to improve their communicative competencies in a foreign language. Furthermore, despite their positive results and magnificent answers, anxious students prefer to express their ideas and give their responses in a written form as a saving strategy to learn a language.In deed, students with communication apprehension are more likely not only to have less talking time, but also to produce limited target structures and shorter communicative units during their language course (Wang, 1998).

More, anxiety has a serious effect on learning and performance; especially during the period of tests and examinations. Actually, test anxiety is another type of anxiety that hinders the process of learning a foreign language. Language testing anxiety is a kind of performance anxiety that stems from learners' fear of failure (horwitz et al, 1986). It is defined as "*unpleasant feeling or emotional state that has physiological and behavioural concomitants and that is experienced in formal testing or other*

evaluative situations."(Dusek, 1980, p 88). In other words,individuals that feel stressed in the period of exams are more likely to experience detrimental and very negative feeling of dread that impact their health, attitudes and way of performing. According to speilberger in Sansgiry and Kaviat (2006) an increased degree of exam anxiety can severely influence the development of learning and academic performance (Sansgiry and Kavit, 2006). In this reguard, test anxiety may buffer students desire to develop any second or foreign language context. Learners who are anxious and tense during tests view foreinglanguge learning as a danger, instead of a positive attempt to perform well and to enhance their speaking productions (Horwitz et al, 1986, cited in Dorney, 2001. P, 364).They frequently experience hardness demonstrating their true capacities and knowledge on tests; therefore, they become less and less efficient in their learning process. Various researches consider test anxiety as an obstacle for all school children from distinctive sociocultural groups. This occures due to the great demands and expectations of both parents and teachers for the success of their children.

Further, fear of negative evaluation is an aspect that induces anxiety among learners in foreign language classrooms. It is the students' feeling of apprehension about others' negative appraisals about their communicative abilities. Learners with high level of anxiety are more worried about how others as their teachers, classmates and even their parents are going to evaluate their language performance.for a great number of learners, being present in an evaluative situation threatens their psychological well-being and make them under pressure (Cubukcu, 2007). Students who display fear of negative evaluation do not consider language errors as an integral part of their language learning process; however, as apotential danger. They usually underestimate their language capacities and avoid evaluative situations. They are hesitant to report and express personal ideas, concerns and relevant information in the target language, because of their peers' negative feedbackand unwanted comments. Learners who are frustrated from others' evaluation withdraw from speaking activities, and they tend to show high level of avoidence behaviours (Fischer, 2008).

During a course, they prefer to keep silent and they avoid eye contact with teachers and verbal interaction with their peers.

Besides the three cheif factors, students' motivation to learn a foreign language (Bandura, 1997), students' perceptions and attitudes towards language learning (Horwitz et al, 1986), personality traits (Spielberger et al, 2005), and teacher- students interaction (Vygotskey, in Duxbury and Tsai, 2010) are also reguarded as additional reasons that have a considerable impact on the learners' feeling of anxiety and stress in a language learning atmosphere.

2.5. Causes of Anxiety

Anxiety is a main concern that is wide spreading among millions of individuals; particularly, schoolchildren in different educational stages. Experiencing an optimal emotion of fear and tension is normal; whereas, if this feeling crosses the limits, then it will become a sign of threat. It can impede one's day to day life. In fact, an increased degree of anxiety disorder can be triggered by various causes. Including, biological and genetic, personal, environmental and academic factors (Morris, 2001; Rapee, 2001).

2.5.1. Biological and Genetic Factors

Various studies confirmed that feeling anxious and constantly worried can be associated with genetic issues. Susan and Margareth (2006) stated that having blood family relative that suffers from high levels of anxiety disorder is a source that appears to provoke anxiety among individuals themselves. This feeling has also aninheritent component (Betty et al, 2002). Moreover, Smoller (2016) argued that anxiety can be a result of biological factors. Many psychologists declare that when a person faces a frightening situations, there is a misaligments of hormones and electric signals in his brain. Therefore, an elevated level of adrenaline hormone is released in hisbodystream as an alert and reaction to the presence of danger.

2.5.2. Personal and Environmental Factors

Abouserie (1994), Kouzma and kennedy (2004) indicated that intrapersonal features and personality characteristics (Spielberger et al, 2005)lead toahightened risk of developing an anxiety disorder among great number of persons. In this respect, a big number of individuals are more predisposed to feel anxious due to differences in their personal thinking, self perception, cognitive and emotional aspects. These imply that the source of anxiety is inner.

Besides a multiple intrapersonal aspects, social environment and interpersonal aspects are other reasons of anxiety. Cooly (2007) stated that social life reveals a noticeable impact on one's sentiment of uneasiness and fear. Actually, the person may lack his emotional equilibrium, and may develop an increased amount of distress and nervousnessifhis social interaction and relationship with his peers, parents or even educators are affected (Amen and Reglin, 1992). According to White, Bruce, Farrell and Kliewer (1998) environment has a major role to play in provoking anxiety among individuals. A person who is highly anxious does not show appropriate social skills, and it is hard for him to make and keep mates. More, Brate (2002) concluded that the augmentation of anxiety among children depends significantly on the environment parents or teachers provide as well as on their attitudes to deal with their children. In this respect, a child whose parents display an authoritarian personality traits, and they are harshin their way of dealing at home, is constantly anxious and stressed. In fact, familial atmosphere is regarded as one the principal environmental stressors that may lead many persons displaying negative feeling, such as restlessness and irritability (Cederlund, 2013).

2.5.3. Academic Factors

Feeling of insecurity and dread can be a result of academics. Mayya et al (2004) stated that unconscious teaching practices and overloaded syllabus have an immense influence on individuals' psychological aspect. They are able to limit students' educational and social development. Learners are usually required to do assignments, prepare research papers or present oral productions, as a result; they are always under

stress and feel anxious. More, difficulty in curriculum is also viewed as an academic factor that may cause anxiety. As students are incapable to understand the subject matter being taught, then they will have difficulty to do assignments, answer questions. This lead them to feel anxious and nervous. In addition, some students encounter anxiety because of taking tests and final exams. This feeling can be stemed from difficulty to understand the exam questions, lack of preparation or from devoting insufficient time to prepare for exams or to answer the exam questions (AlKandari NY,2017, p.54).

Furthermore, in the educational setting, rigid personality traits and negative attitudes of the teacher may place the students at the risk of developing high level of anxiety (Pintilie, 2002). Due to this factor, students with their different personality traits;extovert, risk taking, introvert or anxious feel hesitant to ask for help. Hence, they can get worried and unable to reach the course objectives successfully. Patrik's (2011) suggested that teacher's personality features like irritability, emotional obstruction hamper students in the classroom. In this regard, when teacher demonstrates intentional or unintentional sarcasm or critical reactions, students' sentiment of anxiety and uneasiness increases. Consequently, this can be a great factor not only for having a threatening learning environment, but also on debilitating students'psychological well-being.

2.6. Symptoms of Anxiety

Anxiety is an unpleasant and negative emotional state that everyone experiences throughout his life span. It impacts feelings, behaviours, and it exhibits a great deal ofundesirable physical and psychological symptoms.In the same spectrum, Afolayan et al (2013, p.56) stated :*" anxiety is a physical and psychological state, portrayed by physical, emotional and cognitive changes which can occure in either presence or absence of psychological stress".*That is to mean that dealing with percieved feeling of fear and distress among persons is significantly linked to displaying some changes and responses in terms of physiology, sentiments or behaviours.

Anxiety symptoms differ greatly. Individuals cope with anxiety in various ways.This probably provoke many symptoms that impact their physical and psychological states. Physically speaking, anxious and tense persons often manifest externalized physical health problems, including : sweating, chest pain, stomach problems, shortness of breath, trembling (Larson, Orr and warne, 2016), in addition to heart palpilation, high blood pressure and some gastrointestinaldeseases (HellHarmer, 2008). Actually, the severity of an anxious feeling can sometimes lead a person to experience physical symptoms to persistent or extreme levels.

Additionally, irrational emotions of tension and worry are attributable to various psychological challenges. They release in disequilibrium of one's emotions and behaviours.Aronen et al (2005) argued that psychological symptoms are portrayed by some cognitive deficits like disturbance or lack of concentration and confidence, decreased memory span, low reasoning capacities and blocking of memory and recall. Moreover, psychological symptoms of anxiety are evident and relatively predominant among schoolchildren and adolescents. They can ultimately not only interfere with their day to day life but also affect their flow of learning. Obviously, when learners are panic and nervous before a study course, they will show bordem, low levels of intrest and motivation towards their studies (Aronen et al, 2005). Their working memory is diminished as well as their capacity to comprehend and to store knowledge. Consequently, their self esteem and confidence can be negatively affected.

In deed, it is significant to note that both physical and psychologicalaspects are intertwined. For instance, a person that has overwhelming feeling of anxiety and psychological stressdemonstrates a real and remarkable physical symptom, that have serious influence on his eating habits, sleep and diet.

2.7. Anxiety and Academic Achievements

Academic achievement is of a supreme importance for the success of students in all stages of the educational system. It is an evident indicator of their learning enhancement and overall well-being. According to Carter (1969, p 178)

*"Academic achievement is the knowledge attained or skill developped in school subjects usually determined by test scores or marks assigned by the teacher".*That is to say academic achievement is the grades and outcomes that the person obtains in school that help him to graduate and succeed in his studies. In fact, In order to achieve positive academic results, learners should experience this cut-throat contention, that adversely makes them worried, anxious and very often passive participants in the learning process. Hence, students' psychological status has a major role to play in their persistence and performance in the educational settings.

A big number of learners encounter negative sentiments as anxiety when they think they do not have the ability to achieve their academic goals; however, sometimes feeling afraid and anxious can motivate students to think critically about how to reach their instructional objectives and achieve success in academic and learning situations.

Various researches inferred that anxiety and restlessness are not always bad. Optimal degree of anxiety is essential to reach success in life, and more particularly, to excel in academics. Although anxiety can affect academic performance negatively to some extent, many reseach findings consider it as a motive. Agreeing on the same conviction, Neelam (2013) viewed that anxiety while studying is actually a positive state. It propels school children to work productively as well as to put much effort to obtain higher outcomes and good grades. Additionally, if students are able to positively handle their high levels of anxiety, then they will feel less pressure and they can demonstrate a strong willing to learn and enhance their academic achievement. In deed, it is significant to estimate that the lower anxiety level students have the better and higher academic achievement could be attained. Fagell concluded *" if we want students to feel competent, rather than helpless, they have to feel they can sit with unconfortable feeling".* In this regard, it is evident to point out that experiencing a moderate anxiety feeling can be very useful as it encourages the learners to be constantly desired to work hard to proceed effectively in their learning process.

Nevertheless, when the feeling of tension and anxiety exceed the normal expectation and interfere with ons's ability to engage in appropriate tasks and responsabilities, then it becomes a sign of danger and a hindrance to learning. Various researches were carried out to exhibit the negative influence of anxiety on students'persistence and academic performance. Huberty (2012) and Shakir and Sharma (2018) confirmed that high level of anxiety can not only minimize the effectiveness of learning abilities,but also it can hamper a great number of individuals to proceed successfully in their academic studies. MacCraty (2007) and MacCraty et al (2000) highlighted that learners' academic achievement is significantly dltermined by feeling of anxiety. In fact, anxiety may have the potential to dimish students'flow of learning.

Moreover, many reseachers stated that increased anxiety disorder is closely related to poor academic performance (Luigi et al., 2007 and Sena et al, 2007), and it is negatively correlated with students'grades and scholastic results (Ansonet et al, 1984). In this respect, learners who experience an elevated level of apprehension and restlessness display ineffective and low performance, and they may not follow through with their studies.

Obviously, anxiety is an indeniable factor during the learning process. When the students develop unrealistic emotions of irritability and difficulties during their studies, their quality of learning will not improve, and their academic achievement will be affected (Soler, 2005). Anxiety is widely proved as the most affective source that inhibits achieving positive and desired outcomes in academics. It may adversely influence students'accomplishement in various educational institutions. As there is an increased levels of anxiety related to certain academic tasks, students manifest passive and poor attitudes in their learning (Neelam, 2013), and they do not perfom well (Seligmen and Wuyek, 2007). Agreeing on the same conviction, Pintilie (2002) stated that emotions of anxiety and nervousness are a principal risk factor and obstruction for individual's success or failure.

Furthermore, it is reasonable to assume that besides anxiety, academic performance can be improved or hindered due to other factors, including: one's aptitudes, perception (Muhato and Jangir, 2012 ; Matto and Nabi, 2012) and past experience of the academic situation (Larson, Orr and Warne,2016). Differently put, if the individual experienced negative achievement previously, then the anxiety levels would be higher. This could result in decreased outcomes; however, if he has positive experience, then his feeling of anxiety is lower. This may lead to more effective and greater performance (Vogel and Collins, 2000). Overall, it is significant to differenciate between the past experience related to anxiety and the impact on scores and achievement. Although some students can be good performers with higher outcomes, their feeling of anxiety and disconfort can still have detrimental and negative effects on their psychological stability as well as physical health.

Henceforth, it is evident to highlight that as much as the degree of anxiety is elevated, the learners academic achievement is low; in contrast, the less anxiety level is lessened and the better scholastic results will be performed. Consequently, academic anxiety should not be neglected at any cost (Shakir, 2013), because it is one of the main predictors that show whether students thrive and improve or weaken and avoid learning.Significantly, as the negative impacts of anxiety on learners' academic achievement are noticeable, it is highly required from educators and school staff to exert tremendous efforts in order to relieve high levels of psychological disorders and anxiety levels that are most prevalentin the educational settings, and to create a safe and conducive classroom atmosphere (Spielberger et al, 2005).

2.8. Learners' Differences

In the classroom context, there are different learners' personality types that overlap a set of attributes, behaviours and attitudes. From that standing point, a pertinent understanding of learners' differences is vital for the success of the instructional process. Actually, differences among learners either cognitively or psychologically makes the classroom teaching very challenging; therefore, educators should be very conscious of the way their learners differ in order to adopt and adapt

the suitable teaching strategies to maintain learners' effective participation in the learning process.

According to Brandes et al (2006) anxiety among learners is mainly attributable to two personality dimensions: introversion and extroversion.

On one side of the coin, extrovert learners demonstrate an outgoing personality trait in class. They are very sociable, alert and enthusiastic. In fact, during a course, they feel less anxious and tense, and they are usually more involved in the learning tasks (Brown, 2007). More, learners who are extrovert tend to work quickly and act immediately. They are persons of action. Commonly, having extrovert leaners in class has positive effect on the learning atmosphere. They are constantly energized, motivated and desired to learn. In this respect, it is significant to note that extroverts are more likely to be risk takers in their learning process. They do not feel hesitant or afraid to ask questions or to make mistakes as they do not give much importance to others' negative evaluation and appraisals that may disturb and negatively affect their psychological well-being in class.

Furthermore, according to their personality traits, extroverts prefer to take voice in class. They try to participate in different classroom activities, particularly oral tasks as well as they tend to monopolize the classroom interaction and discussion. Agreeing on the same spectrum, Hedge (2000) claimed that extrovert students always show an increased level of engagement, participation, risk taking and experiment of new things themselves. In addition, many researchers confirmed that such type of learners are very sociable and outgoing. In class, they enjoy working with others in pairs or in groups (Myers, 1995). They frequently try to take part in classroom discussion in order to improve their communication competence and to express their concerns, interests and needs (Naiman et al, 1978; McDonough, 1981).

Besides, extrovert students have good and positive social interaction in the classroom. They feel more at ease to exchange ideas with classmates who are not so closed to them. They frequently deal and interact appropriately and spontaneously

with all their peers. In this respect, Myer (1995) claimed that the extroverts are mainly concerned with the external world of people and activities.

Eventually, it is evident to point out that students' extroversion has a crucial as well as positive role concerning learning as it promotes learners' self-esteem, self-confidence and autonomy.

On the other side of the coin, introvert learners are recognized as calm, reserved and very introspective. In class, they always take much time to think over befor making any action or answering questions verbally. In addition, introvert students may not accept to work cooperatively with their classmates. They have an individual way of performance in class. They usually withdraw from group work, and they avoid sharing their views with other peers. Practically, introverts feel uncomfortable and very anxious to speak to the whole class. They favoure to listen to their classmates discussion instead of taking part in it.

Many teachers think that introvert learners are unmotivated and less engaged, since they do not participate in the classroom oral tasks. In fact, this is not usually true. In contrast, introverts speak and interact when it is necessary. They usually interpret their thoughts and ideas in a written form. Moreover, in comparison with their extrovert counterparts, introvert students display high level of concentration while they are learning. They are more likely to work deeply and to look at the details of an idea or an event (Sword, 2002).

Furthermore, Eysenck and chan (1982, P.154) cited in Ellis (2008,p. 673) stated *"introverts are quiet prefer reading to meeting people, have few but close friends and usually avoid excitement"*. In other words, In classroom setting, introvert learners tend to exhibit neutral attitudes and relationship with their teachers and peers. Their feeling of anxiety and uneasiness get increased in crowded and noisy classes. They usually withdraw to stay alone in order to charge their energy.

Globally, no two people are alike. From this stand of point, it is significant to note that introvert and extrovert students do not have the same way of learning and

behaving. Their actions and reactions are mainly affected by their types of personality. Henceforth, it is important for teachers not to assume that one of them is better and more successful than the other. In academic situation, both extrovert and introvert learners are able to achieve better results and overcome any learning difficulty.

2.9. Conclusion

Last but not least, it is worthy to point out that there is a strong correlation between the phenomenon of anxiety and the individual's psychological well-being and performance, as it has been proved in various research findings. In academic context, Anxiety in fact is posed as being a detrimental obstacle that has its negative impact on students in different academic situations ; for instance, during tests and final exams, while reporting and presenting academic reseach paper, or even during a course.

Although feeling of anxiety has some positive features on students in specific learning contexts, and it prompts them to work hard in order to cope with different challenges and to reach goals, it is more likely to make it difficult for many individuals to produce and show up their best. Obviously, anxiety is still regarded as a predominant factor that affects not only the learning atmosphere, but also the psychological stability of the individual. Despite of the different views, anxiety has a prominent and critical role for the personal and academic success of great number of individuals. In fact, the teacher may also plays a controversial role in handeling the level of anxiety among students as well as in optimizing their psychological balance. This in turn helps learners to maximize their potential and to enhance gradually their self-confidence and self-esteem to proceed successfully and effectively in the learnig process.

Chapter three

Research Methodology and Data Analysis

Chapter Three: Research Methodology and Data Analysis

3.1. Introduction

The major goal standing behind this present research is to reveal the effects of personality traits and attitudes of the teacher on decreasing the feeling of anxiety among students. In this chapter, we seek to highlight and analyze the obtained results through investigating the students' anxiety and the influences of teacher's personality and attitudes on it either positively or negatively. We have presented a brief review of literature concerning teacher's personality and attitudes and learners' anxiety. The next step, it is important to start reviewing all the practical procedures to collect data. Therefore, we will describe the methodological issues concerning the progress of this study. We will explain the procedure we follow, the instruments used, the participants, the data analysis fashion and other essential issues that are usually determined under the research design phase.

This chapter is regarded as the opening door to tackle the practical field of the present research. It encompasses the analysis of data gathered from observation and questionnaire, which contains a list of questions directed to students in order to collect information about the impact of teacher's personality and attitudes on minimizing their feeling of anxiety in the classroom context. It also deals with data analysis, interpretation and discussion of the results of each investigation tool. Finally, the chapter supply some suggestions and pedagogical recommendations on the light of the principal findings obtained. In short, this chapter aims at identifying and examining the role of teacher's personality and attitudes on alleviating the learners' high levels of anxiety in the educational settings.

3.2. Research Aim

Creating conducive learning environment and maintaining an effective teaching-learning process are dependent mainly upon various factors. Therefore, along this research, we intend to provide an insight on to what extent personality traits and attitudes of an educator can help students to lessen and handle their feeling of anxiety and stress towards school and learning.

3.3.   Research Methodology

The topic to be investigated, the central objective of the research and the data collected all have the potential to direct the approach used. In this study, we seek to highlight the impact of teacher's personality and attitudes on decreasing learners' anxiety in tissemsilt. Thus, our work has a descriptive shape, because it seems suitable for the study and the context in this which it is conducted. In fact, the descriptive approach is carried out along this reseach to collect and interpret data both qualitatively and quantitatively.

This study was conducted in a form of case study. This research style is usually used in order to gather, analyze and discuss data collected by investigation tool from a variety of resources.

Therefore, the selection of instruments for this study was dependent greatly on the research objective and the variables. Actually, for the aim of testing the research hypothesis and answering the reseach questions, a questionnaire and a structured and non- participant observation have been used as basic instruments in this study. The first one was directed to 60 students in secondary school while the second is administrated to 4 secondary school teachers.

The questionnaire is designed and administrated to 60 learners as they are the major independent variable in our research and their points of view help to validate or disconfirm the suggested hypothesis. In fact, the questionnaire's aim is to provide perspectives regarding teacher's personality and attitudes that may lead to a decrease of students' sense of anxiety in class. We have selected to work with third year secondary school students at Saad Dahlab secondary school in Laayoun, Tissemsilt. The structured and non-participant observation intends to examine what personality traits and attitudes are being exposed by teacher that can help and ensure students' engagement with low levels of anxiety and panic during a course.

3.3.1. Participants

Selecting a group of people to take part in a reseach is a fundamental step. The selection and sampling of participants differ from each investigation tool to the other. In the current study, the addressed participants differ as we have employed two instruments; questionnaire and observation. For the questionnaire, the sample consists of 60 students from third year secondary school selected among a whole population of nearly 131 students studying at Saad Dahlab High School, Laayoun, Tissemsilt in the second semester of the academic year 2021-2022. Our sample was randomly chosen from the third year levels of differents streams like literary, foreign language and scientific streams. Hence, as there are 6 classes of third year, we selected 10 learners from each class to make a kind of equality between the classes.

The rational behind choosing this sample is based on certain facts. We are investigating the impact of teacher's personality and attitudes on the decrease of students' anxiety. From that stand point we see that our research is basically psychological more than pedagogical. Therefore, we selected students of third year secondary school, as they have a final exam which is Baccalaureate exam at the end of secondary school cycle. In fact, this makes them to some extent emotionally unstable and frequently anxious and afraid from failure. For the observation, the participants were 4 secondary school teachers from Saad Dahlab High School. They have been chosen, consisting of two males and two females. Providing such a detailed review of the sample aims to present the reseach instruments used to collect the necessary data.

3.3.2. Research Instruments

It is significant to introduce the reseach investigation tools that fit the aim of the study and help during the data gathering process. Actually, this research focuses on employing aquestionnaire for learners and a structured, non-participant classroom observation.

3.3.2.1. Learners' Questionnaire

The questionnaire is among the well-known research tools used in a myriad of studies to collect information from people. More frequently, a structured questionnaire

is a pre-programmed research instrument that is made of a list of questions to be asked for the purpose of gathering data from respondents. The questionnaire can be administrated through different forms ; it can be conducted as interview presented in face to face context, on paper or it could be sent over Internet (Bulmer, 2004), or as survey which aims to examine for points of view or patterns of behaviour (Coolican, 1994) …etc.

In fact, it is significant to provide a detailed description of data collection instrument, because it would facilitate the reader's understanding and clarification of the questions scope. Henceforth, through the conduction of this research, a questionnaire was used and administrated to third year secondary school students in Saad Dahlab Secondary School in Laayoun, Tissemsilt. The aim of such a questionnaire is to come close the respondents and see how they see the effects of teacher's personality and attitudes on the decrease of their feeling of anxiety. Practically, it contains 3 parts : background information, students' perspectives regarding teacher's personality and attitudes and the relationship between students' feeling of anxiety and teacher's personality and attitudes. it consists of a set of questions in closed-ended and open-ended questions.The participant is asked to choose the appropriate suggested option and give his own opinion and interpretation on some other questions.

This questionnaire consists of 13 items having the closed and opened- question shape which are divided throughout 3 main sections. The first section entitled ″background information″ includes 02 items that seek personal information; gender and age of the learners. The second section ″ learners' perspectives regarding teacher's personality and attitudes″ is made up of 05 questions each of which look for learners' views about the persponality and attitudes of the teacher, the importance and role of the teacher in the teaching-learning process (Q 3); the impact of teacher's way of treatment on the whole classroom environment (Q4); the type of teacher's personality that best fit students' learning style (Q5); students' perspectives towards the best teacher's attitude (Q6) and the effect of teacher's personality and attitudes on learners' engagement and motivation (Q7). The third section ″ teacher's personality

and attitudes and students' feeling of anxiety″ ; this part of the questionnaire examines the impact that teacher's personality and attitudes have on alleviating and handling students' anxiety. It consists of 06 items. Investigating the students'states of being during a course (Q8); assesing whether anxiety is a hindrance or a motive to their learning and academic performance (Q9); which kind of relationship exist between students and their teacher (Q10); assesing whether teacher's personality and attitudes lead students to be anxious in class (Q11); examining the effects of teacher's personality and attitudes on the students'psychological well-being (Q12) and students are also invited to give their opinions about how can teacher helps them to handle their anxiety towards learning (Q13).

3.3.2.2.   Classroom Observation

Observation is regarded as the investigation tool that implies gathering data through having an attentive looking of a phenomenon, behaviour or a real life situation systimatically, as the observer can directly check the accuracy from the observed (Kumar, 2010). Sharp (2011) argued that when utilizing observation, there are two major approaches to observational research: structured and unstructured observations. Structured observation is employed when the researcher has a clearly defined problem to observe. Here, the researcher focuses not only on jotting down pre-programmed notes to be investigated, but also on pre-determining a specific group of participants to observe according to the problem being investigated (Bentley, Boot, Gittelsohn, and Stallings, 1994). On the other hand, unstructured observation is more flexible. In this respect, the reseacher doesn't have a particular problem to examin. He takes notes of the most dominant variables that intervene during the observational process (Sharp and Tustin, 2003).

Along the data collection process of the present research, a structured classroom observation is regarded as a main tool. As far as research participants are concerned, it is viewed that classroom observation can fit and support the research objective.

In fact, classroom observation is used to measure, record and obtain a detailed description of teachers' behaviours, interactions and relationship with students and learners' reactions and behaviours towards learning and teachers in a classroom

setting. This procedure is employed also to provide an indepth perspective on teachers' performance and its effects on the students' psychological aspect and on the whole learning atmosphere.

The classroom observation was conducted in Tissemsilt. It was administrated to both teachers and learners in the classroom setting in Saad Dahlab Secondary School. This observation was addressed to 04 teachers and 6 classes of third year secondary school with a whole population of nearly 131 students. It is composed of structured and pre- programmed notes to be investigated.

Particularly, classroom observation was used solely to investigate how much personality and attitudes of teacher affect learners' feeling of anxiety, when learners demonstrate and experience high levels of anxiety toward learning and classroom context, how teachers can handle their students' feeling of anxiety and stress and other suggestions and recommendations.

3.3.2.2.1.   The Observation Checklist

It is essential to establish and design an observational checklist while embarking an observation. Hence, using an observational checklist helps to organize the latter in a framework. It consists of observational areas and targets that the researcher is going to focus on during his observational process. More, in the current study, classroom observational checklist aims at recording data about students and teachers' performance in classroom settings in relation to specific outcomes from the programm of studies.

The researcher selects a classroom observation as a main research instrument to obtain accurate dataas well as to validate the collected information via questionnaire. After discussing with the supervisor, and soliciting the secondary school teachers' approval for that undertaking, and ensuring the consent of the administration.

A structure, non-participant observation was conducted in Saad Dahlab Secondary School capturing and recording real life teaching and learning practices and situations.

The observation took place over one month during the second semester of the school year 2021-2022 starting from 15th February till 15th March 2022 in quite normal conditions. These observational sessions aimed at scrutinizing the impact of teacher's personality and attitudes on reducing students feeling of anxiety. In addition, the observation operated through a mutual observational checklist.

The inception of the checklist included details about the class.

- The school

- The class

- Number of classes

- Number of teachers being observed

Then, the first part presented elevenobservational targets divided into two distinct categories,

       The first category includes teacher' classroom management,

- Teacher plays diffrent roles in the classroom

- Teacher works constructively with his students

- Teacher uses various interaction patterns and grouping practices during his lessons (pairs / groups)

- He makes eye contact with all the students in different parts of the class

- Teacher dwell frequently on inappropriate and disruptive behaviours

- Teacher embarrasses learners, uses sarcasm or argues with students

       The second category implies teacher's behaviours and attitudes in class,

- Mantaining friendly and respectful relationship with the students

- Exhibiting poise, voice control, tact, patience and empathy

- Providing motivation and positive reinforcement

- Displaying enthusiasm and sense of humor

- Showing high level of nervousness and irritability in class

       These two categories are presented against three statements,

- Not observed

-More emphasis recommended

-Accomplished very well

The second part is made up of four observational targets left to be commented on freely by the observer,

- Students' reactions and behaviours towards teacher

- Teacher- students relationship

- The most dominant and preferable personality traits of teacher

- Teacher's strategies to alleviate and handle learners' anxiety

Finally, the researcher left a blank space devoted to other remarks related to the present research that might not manifest in the observational targets.

3.4. Analysis of Students' Questionnaire

Learners' questionnaire was designed to determine the influence of teacher's personality and attitudes on the decrease of anxiety among third year secondary school students. Therfore, in this part of the research, the emphasis is put on the analysis of the data gathered from the students' questionnaire.

Part One: Background Information

Item One: Gender

Gender of participants	male	female
respondents	25	35
percentage	41%	58%

Table 3.1 : Students Gender

According to the table, female participants outnumber males with 58% against 41% probably because female's schooling rate surpasses males.

Item two : Age

Age of participants	18 years old	More than 18 years old	Less than 18 years old
respondents	48	08	04
percentage	80%	13,33%	6,67%

Table 3.2 : Learners' Age

The results reveal that the age of most of the participants (80%) is 18 years old, since it is the average age of students attending third year class at the secondary school, and (13%) of the participants are above 18 years old. Only (6%) are less than 18 years old.

Part two: Students' perspectives regarding regarding teacher's personality and attitudes

Item three: In your opinion, the role of teacher in the teaching- learning process is : very necessary, necessary, or unnecessary.
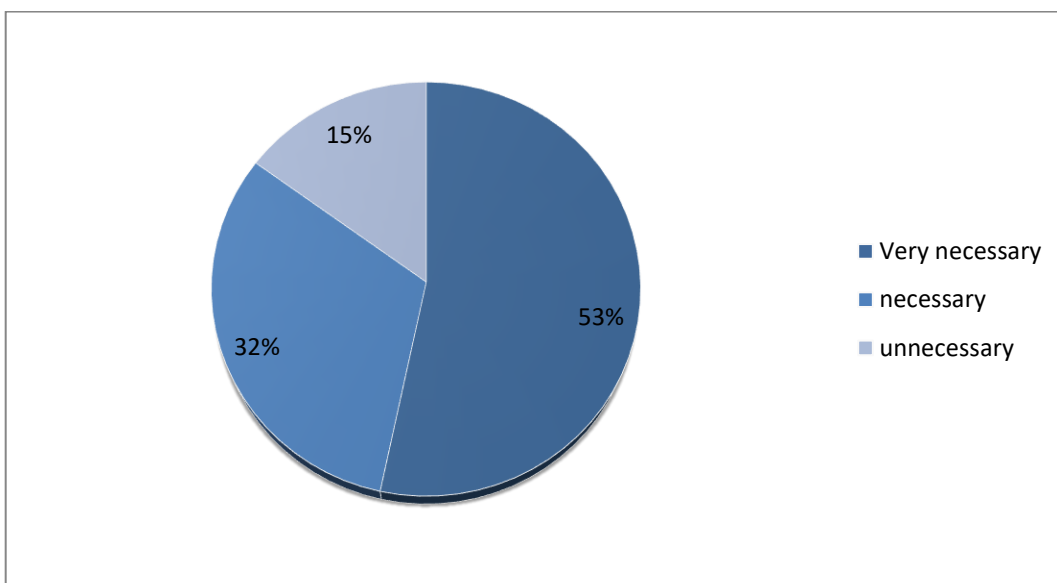
Graph 3.1: The Role of Teacher According to Third year Secondary School Students

The results obtained from the graph demonstrate that there is a noticeable difference between the percentage of very necessary (53%) and the percentage of necessary (32%). The large majority of the research participants view that teacher is an important and main factor in the teaching-learning process. However there is just (15%) believe that teacher is unnecessary.

Item four: does teacher's way of dealing with the students affect the learning atmosphere in the class?

	Very much	somehow	Not at all
respondents	29	20	11
percentage	48,33%	33,34%	18,33%

Table 3.3 : The Impact of Teacher's Way of Treatment on The Whole Classroom Environment.

The majority of learners (48%) claimed that the way. Teacher deals with them and with their peers has an immense influence on the classroom atmosphere, 33% said that the teacher affect somehow the learning climat of the class , and just 18% claimed that teacher does not have any effect on the classroom atmosphere.

Item five: which kind of teacher help you to learn more ?
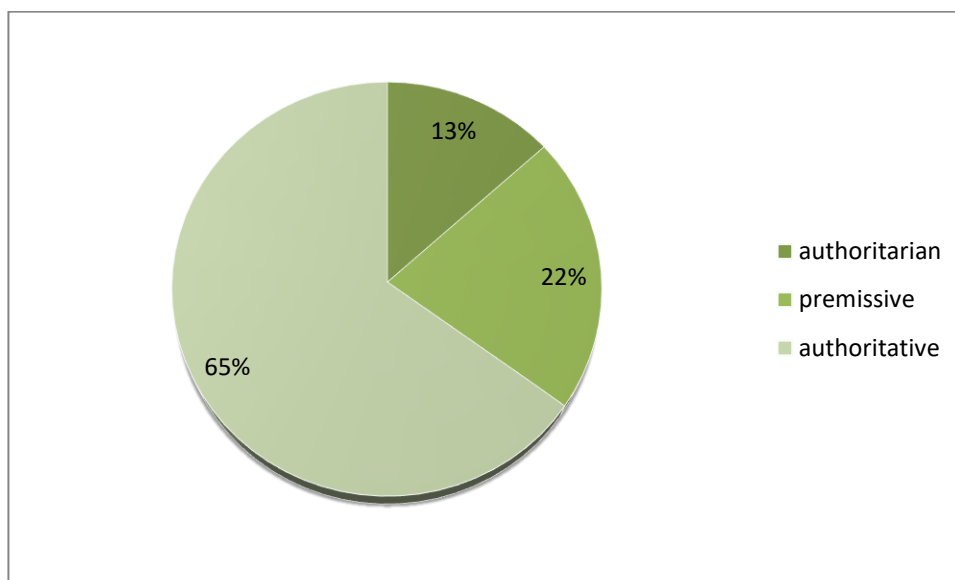
Graph 3.2: The Kind of Teachers Prefered by Secondary School Students

The graph obviously demonstrate that a great number of students (65%) preferred the authoritative type of teacher 's personality , since he gives them the opportunity to learn in more safe and congenial classroom environment ; however, 22% preferred the premissive teacher, and only 13% saw that authoritarian teacher best fit their way of learning.

Item six : what makes the teacher special for you ?

	His sense of humor	His ability to motivate and inspire you	His high level of rigidity and seriousity
respondents	09	34	17
percentage	15%	56,67%	28,33%

Table 3.4 Students ' Opinion about the Best Teacher's Attitude

From the above table, it is found that many students (56%) think that when teacher is able to motivate and inspire them to learn and put much effort to reach their goals has an indelible impact on them and make him very special; whereas 28% believe that when teacher display high level of seriousity and rigidity are more likely to be prefered. Only 15% of the respondents think that teacher who brings fun and exhibits sense of humor in class is more adorable and prefered.

Item seven : Do Teacher's Personality and Attitudes Propel you to be more engaged in learning despite of the difficulty of some subjects ?
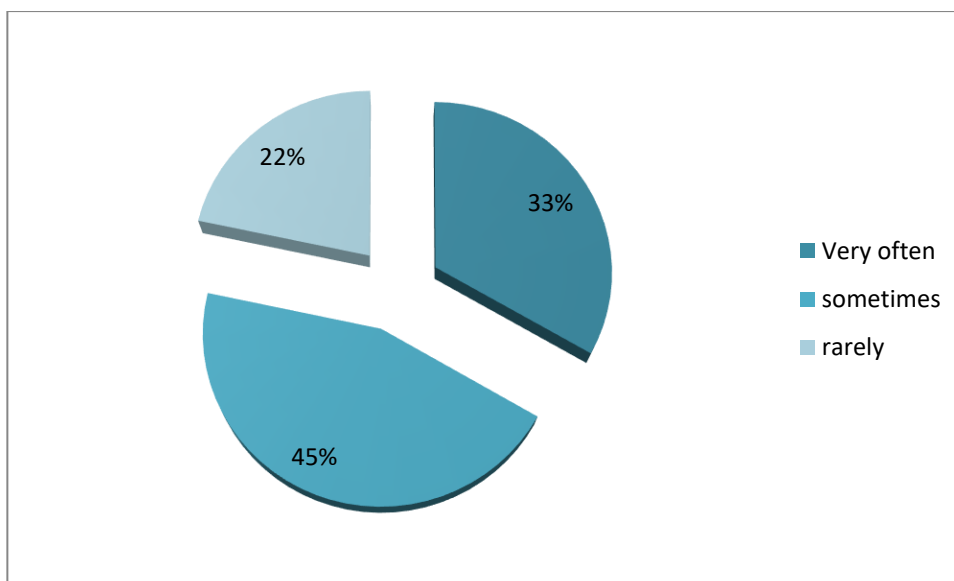
Graph 3.3 The Effect of Teacher's Personality and Attitudes

onThe Learners' Engagement and Motivation

The answer to this question reveals that 45% of the pupils claimed that teacher's personality and attitudes affect sometimes their engagement on learning, 33% said that most of the time, personality and attitudes of teacher lead them to feel more motivated

and more engaged, only 22% claimed that there is a slight effect on their engagement ant motivation towards learning.

Part Three: teacher's personality and attitudes and learners' feeling of anxiety

Item eight: do you feel frequently anxious and stressed during a course or when you talk with your teacher?

	Very often	sometimes	never
respondents	28	32	00
percentage	46,67%	53,33%	00%

Table 3.5 Students' State of Being in Class

The data show clearly that the students encounter some psychological barriers during their learning process. There is not a huge diffirence between the percentage of sometimes (53%) and the percentage of very often (46%). The vast majority of participants experience and exihibit high level of tension and discomfort while they are learning or even from their teacher. None of the respondents deney that he does not feel anxious towards school or teacher.

Item nine: does this feeling of anxiety facilitate or debilitate your learning and academic performance?
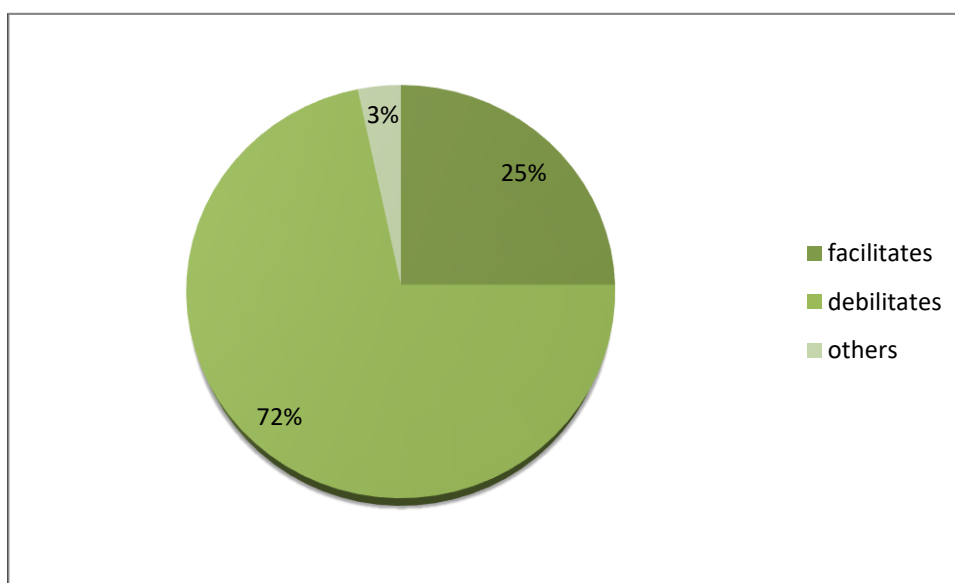
Graph 3.4 TheImpact of Anxiety on Students'Learning and Academic Performance

As the findings in the above graph show, learners responses to this question indicate that about 72% agree on the conviction that anxiety hinders and block the students' potentials and abilities to perform well in their learning process and to achieve better results in academic situations. Besides, 25% of the students consider anxiety in such moments as a motive to learning. Just 3% said that anxiety is considerd as a threatening situation.

Item ten: what type of relationship exist between you and your teacher ?

	good	bad	neutral
respondents	30	00	30
percentage	50%	00%	50%

Table 3.6 Teacher- Students Relationship

From the above table, we noticed that 50% of secondary school students have a positive relationship with their teachers, which may help them to be more motivated to work and demonstrate their willing to learn. Besides, 50% of the participants in this questionnaire declared that the relationship that exists between them and their teacher is neutral, neither good nore bad. None of the respondents claimed that his relation with the teacher is negatively affected.

Item eleven: do you think that teacher's personality and attitudes in class provoke you feeling of anxiety?
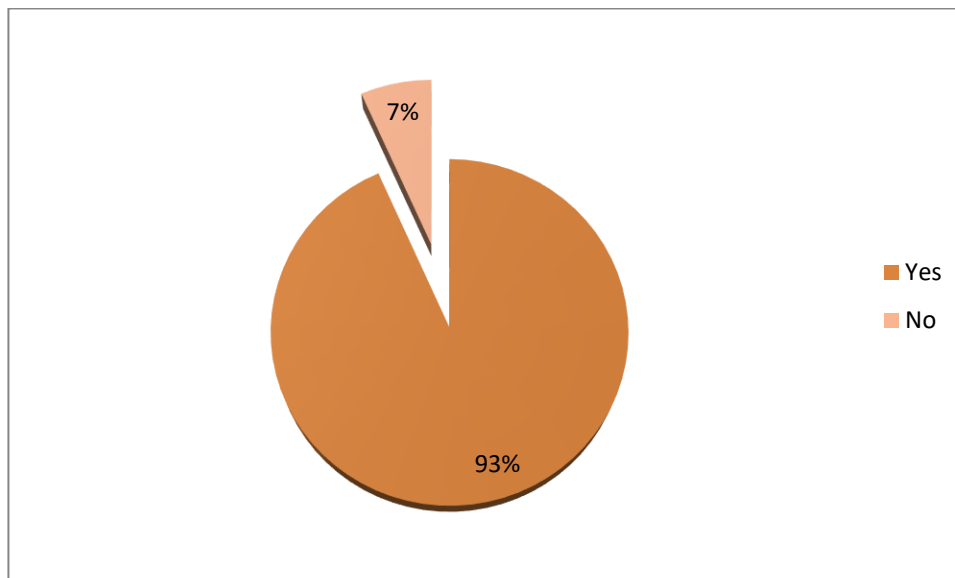
Graph 3. 5 Teacher as The Main Factor of Students' Anxiety

The results presented in the above graph indicate that 93% of the students responded ″yes″. They consider the teacher as the major factor that cause their high level of anxiety in the classroom. Whereas 7% answered with ″no″. They don't feel that teacher can affect negatively their psychological aspect or lead them to experience anxiety and stress toward learning.

Item twelve: to what extent do you fear from teacher affect your self-esteem and self-confidence?

	It strongly affects	It affects somehow	It does not affect
respondents	19	25	16
percentage	31,67%	41,67%	26,66%

Table 3.7 TheImpact of Teacher on Students' Psychological Well-Being

It is clear from the table above that the majority of the learners (41%) feel somehow emotionally unbalanced if they get afraid from their teacher. They confirmed that their self-esteem get lower to some extent. 31% of students saw that their fear from teacher has a detrimental effect on their psychological well- being and enner peace.

On the other hand, 28% declared that their self-confidence and self-esteem can not be influenced by the fear from the teacher.

Item Thirteen: as you are in a BAC class, can your teacher lessen and handle your elevated level of anxiety towards learning?
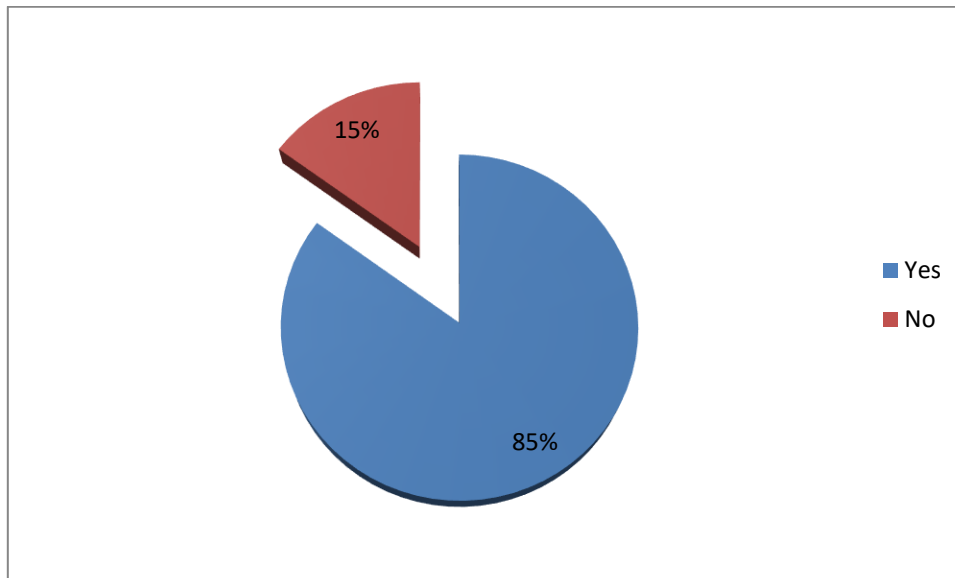
Graph 3.6 Teacher's Ability to Alleviate and HandleStudents' High Level of Anxiety

Graph six exhibits that a great number of participants (85%) perceive that teacher with his positive personality traits and good attitudes has the potential to minimize their feeling of anxiety. In their opinion, the teacher plays a controvercial role in helping students treate and manage their feeling of anxiety in more positive way. Whereas; 15% of students don't consider that teacher has the ability to decrease their anxiety towards learning.

3.5. The Analysis of The Classroom Observation Results

The checklist of classroom observations contain 6 items.

Item One: Teacher's Classroom Management.

The first item targets six sub-items. This session was an opportunity for the observer to notice how the teacher manage his class. Indeed, the reseacher has noticed that the teachers being observed do not have big problems in managing their classes, and this

due to their experience in teaching. During the courses, the teachers play multiple roles in the class as enabler, organizer, helper and facilitator of the students' learning. They tend to work constructively with their students and they try to maintain and fit their intrests and needs. What has been remarked also is that the teachers insist on diversifying the interaction patterns and grouping practices in the lessons. They promote the collaborative and group works in order to assure students' involvement in the different learning tasks as well as to help them gain much self- confidence and ovecome their negative emotions.

Besides, the observer has noticed that teachers smartly deal with students of various abilities and personality traits. They maintain a good eye contact with all the learners in different parts of the classroom. This may help students to feel more confortable. Moreover, from the observed we noticed that learners are more desired to learn and make mistakes, since their wrong or right answers are graciously accepted and valued by their teachers. Also, the researcher did not observe negative and inappropriate reactions from the teachers towards students' disruptive behaviours. They do not embarrass, humiliate or argue with the students. Therefore, the learners seemed to be more motivated to do their best and perform in better way during the learning process.

Item two: Teacher's Attitudes and Behaviours in Class.

This item is devided into five sub-items. It has been observed through the sessions that teachers insist on maintaining a friendly and respectful relationaship with their students. They usually show poise, tact and respect while dealing with the students in and outside the classroom; similarly to what the students have reported in the questionnaire in item (10). Also, the teachers provide supportive and positive statements to students' behaviours and responses. They usually motivate the students to take part in the classroom tasks and express their concerns and ideas without being hesitant or afraid. In addition, the teachers being observed tend to create a congenial, less formal and rigid classroom environment by bringing fun and enthusiasm, such as telling jokes,using games. In addition, what has been remarked is that the teachers being observed are calm. They try to control their emotions and reactions in class. They don't constantly feel nervous. This may be due to their experience in teaching, their age or

even their personality features. It can be inferred that the teachers are very aware about the importance of establishing a conducive learning environment as well as of promoting mutual positive correlation with the students. This aims at enhancing learners' sense of security and belonging to school and minimizing their umpleasant feelings of bordom, anxiety and irritabbility.

Item three: Students' Reactions and Behaviours towards Teacher

   Through the observation sessions, it is evident to note that learners' reactions and state of being is related mainly to which attitudes and personality traits the teacher display in his class. It has been remarked that when the teacher positively deal with the learners, the students tend to be extrovert and non- anxious. They work willingly and without frustration and distruction. More, the learners do not feel so hasitant, tense or anxious to talk about their learning difficulties, intrest and needs, and vice versa. It can be surmised that exhibiting good and positive attitudes and personality attributes in class can powerfully help not only to maintain a conduscive and effective learning environment, but also to help learners to overcome their negative feelings towards learning and to bring out their best to achieve better results.

Item four: Teacher- Learner Relationship

   From the observed, teachers' relationship with the students is neutral to good.the tearchers insist on keeping good correlation with all their learners in order to make their mission fruitful and their students capable to face their psychological disequilibrium in more natural way, and to increase their self-esteem. It is significant to point out that demonstrating close and good relationship with learners aid them to be more encouraged to exhibit efficient attitudes towards learning.

Item five: The Most Dominant and Preferable Personality Traits of The Teacher

   In the observed classes, learners are more engaged and feel more confortable when their teachers are more extrovert, agreeable and conscious as well as when they show empathy and funny exchange with them. It is noted that when teachers are less authoritarian and rigid in his class, the learners feel less anxious and stress. In fact, they

are more eager to put efforts in their learning process. It is noted that demonstrating authoritative role in the class advocate teacher's mission in reducing emotions of restlessness, fear and anxiety among students, as he is more able to listen, respect and value learners' responses and performance.

Item six: Teachers' Strategies to Handle and Lessen Students Anxiety

During the teaching-learning process, the teacher has a controvercial role to play in creating a supportive learning atmosphere. In the sessions, it has been remarked that the teachers consciously or unconsciously employ various strategies to handle their students' high level of anxiety. They resort to effective praise and positive, constructive feedback to manage the extent of anxiety among third year high school students. They usually tend to show appreciation and great value to students'ideas, responses and participations. More, the teachers being observed totally avoid dimissive, abusive language and sarcasm. In fact, these behaviours contributes a lot in making students' feeling of anxiety get lower, and their self-esteem and self-confidence get elevated.

Furthermore, to decrease the number of students who are experiencing anxiety and apprehension during the learning process, the teachers foster pair and group work to get learners with different personality traits (introvert, extrovert, anxious, risk takers) more engaged and active participants in the classroom. In this respect, anxious learners feel more at ease to speak, and more importantly to enhance their social interaction with their peers. In addition, the teachers use some educational games as a coping skill that helps the learners to practise the knowledge they acquired in a funny way. It is noticed that this strategy helps the learners to be more motivated to ask for help without being embarrassed as well as to feel more competent.

However, it is significant to note that during the observation sessions, the teachers' neuroticism and emotion obstruction can negatively affect students' affective state, and debilitate their self-esteem and self-confidence. In this regard, when the teacher is impatient, insensitive and very rigid, the students' motivation and participation in the learning tasks get decreased as well as their psychological well-being.

To sum up, the observation sessions were reliable clue to demonstrate how teacher behave to reduce students' feeling of anxiety, also students' reactions towards teachers.

To conclude these results, based on what ha been observed, the researcher noticed that there is a mutual and respectful relationship between students and their teachers. The researcher also noticed the positive impact of teachers' good attitudes and personality features on handling and minimizing the pupils' feeling of anxiety.

Moreover, students' behaviours and reactions towards their teachers' confirmed that students feel more relaxed and motivated to put efforts and to overcome their negative emotions and psychological disorders towards learning when their teachers provide them with support and appreciation. In addition, during the sessions, it was observed that the teachers are more easygoing and friendly. They constantly encourage their students to take risk in the learning tasks. This increases their pupils' sense of security and belonging to school.

Providing positive statements, promoting cooperative work in class made the learners more relaxed and confident to express their concerns, and to get rid of being anxious, incompetent or worthless. The teachers were able to reduce their learners' feeling of anxiety.

3.6. The Interpretation and the Discussion of the Main Findings

The main aim of the current study is to collect data about teacher's personality and attitudes and their impact on decreasing students' feeling of anxiety towards learning as well as on handling their emotional state. Through background information questions, it is found that there is a slight difference between male and female number in the classroom and their age is 18 years old. This result may show that female gender is more affected emotionally then males. Their affective state has a big role in their engagement and even on their psychological well-being. This may add something to our research.

Part two is about students' perspectives towards teacher's personality and attitudes. Almost the majority of the learners declared that the role of teacher in the teaching-learning process is crucial. In this respect, it is evident to note that a large number of pupils are very conscious about the importance of teacher and his noticeable impacton

both the classroom atmosphere and the teaching-learning process. Hence, learners still consider the teacher as the main source of all support, motivation and learning in the educational context. They do believe that teacher has a great effect on their learning and affective state. The reason for making some pupils to say that the teacher is unnecessary may be they have a strong support from their parents and social environment.

The findings demonstrate that the way teacher behave and deal with the students in class matters a lot, and has an immense influence on both the students and the classroom context. Concerning the type of teacher that best fit students and help them to learn more, the majority of the students prefer the educator who is authoritative; may be because this kind of teacher is more flexible, agreeable and extrovert. He is there to listen, motivate and praise the learners' positive behaviours, ideas and answers. Also, this kind of teachers is prefered, because he stimulates the learners' intellectual curiosity and satisfy their psychological needs for praise, respect, motivation and empathy in a moderate way. He yeilds for more purposive and motivational interaction pattern with his learners. In fact, such results does not ignore that other students prefer other kinds of teachers; such as authoritarian may be because he displays high levels of seriosity and control on the way teaching is conducted. This may help not to have disruptive behaviours and it can help learners to be more serious in their studies.

Furthermore, the results reveale that many pupils confirmed that teacher's attitudes in class have the potential to change students' mood. They may affect either positively or negatively their psychological aspect. For the majority of learners, teachers' ability to increase students' intrinsic motivation has an indelible impact on boosting them to work productively to meet their objectives and to feel more competent and successful. However; the main reason that leads students to claim that teacher's sense of humor is the most preferred attitude that makes the teacher special may be because they feel more confortable and less-formal with him. In contrast, a considerable number of students viewed that high level of seriosity and rigidity can maintain an effective and more serious learning atmosphere.

Clearly, many learners find that teacher's personality and attitudes in class is sometimes regarded as a motive to be more envolved and intrested in learning. Wherease

other pupils saw that they are always motivating. This can be returned to the idea that making positive and supportive statements to students are able to change students' perceptions towards an idea and they usually affect his affective state in a very positive way. Few students claimed that the teacher's personality and attitudes do not propel them to be more engaged in learning at all. This may be because they encounter difficulties in the subject itself and because they are not very skillful and competent in it. They find that difficulty to understand the rules, to perform the learning tasks. Therefore, their motivation to learn and engage in certain subjects is not attributable to the impact of teacher's personality and attitudes on them.

Part three is about teacher's personality and attitudes and students' feeling of anxiety. Almost the majority of the students declare that during a course, they frequently experience high level of anxiety and apprehension, especialy when they speak with their teacher. This may be because they get afraid of their teacher's reactions. More, the results revealed that this feeling of anxiety most of the time hinders students to show their true capacities in academic situations. They consider this emotion of restlessness and discomfort debilitating, because it disturbs their ability to perform well and achieve better results.

Concerning teacher-students relationship, most of the learners stated that their teacher usually maintain good correlation with them. This in order to create more advocated and effective learning climat and to help learners minimizing their umpleasant emotions like, fear, lack of self-confidence and nervousness. There are some others who claimed that the relation with their teacher is neutral. However; none of the pupils claimed that his relationship with the teacher is bad. This shows that the majority of teachers are very aware about the importance of establishing a constructive and positive relationship with their learners and its effects on their mission and on their students' psychological stability.

Provoking students'anxiety in class is mainly due to the teacher as the great majority of students declared. They do believe that teacher'spersonality and attitudes have a noticeable and indelible impact on their affective state. Particularly, when the teacher exhibits bad and negative attitudes towards learners; as using sarcasm, sarcastic smile,

critical reactions, embarrassment, the students frequently feel anxious and tense. More, teacher's authority, rigidity and emotion obstruction can disturb students and provoke their irritability and worry in the classroom context.

Many pupils stated that the fear from teacher can impact somehow their self-esteem and self-confidence. This may be due to the fact that these learners have strong personality and high level of support from their families and parents in specific.this students also have elevated level of intrinsic motivation and enthusiasm, which make them desired and ready to learn, to realise instructional objectives despite of the learning obstacles,wherease 31% reveal that the educator has a detrimental effect on their psychological equilibrium. This may return to the idea that some students feel worthless, frustrated and hesitant to express their needs, intrests and even to talk about their learning difficulties.

At the end, as our participants have a final exam at the end of the year which is BAC exam, they confirmed with high percentage that teachers with their positive attitudes and personality attributes can powerfully support them and decrease their anxiety and stress towards leaning and school. They consider the teacher as the main factor that helps them feel motivated and competent to show their capacities. Learners also claimed that during the school year, their teachers tend to develop and adopt various coping skills to advocate them academically and psychologically. For instance, they promote collaborative work either pair or group work in order to get all learners involved, alert and better socialized with their peers. In addition, teachers tend to show good and positive personality features and attitudes; such as empathy, understanding and respect towards learners. More, the students claimed that their feeling of tension and apprehension get reduced when their teachers demonstrate verbal and non-verbal immediacy behaviours, like telling jokes, using humor, smile and when they provide constructive feedback and positive reinforcement. Furthermore, learners said that using pedagogical games and ice-breakers during a session have a great potential not only to decrease their anxiety towards learning and classroom tasks but also on helping them practise the knowledge they have acquired in more easy and funny way.

To enrich and validate the findings of this investigation, a structured and non-participant classroom observation was administrated to four secondary school teachers. The classroom observation is accompanied with a checklist, which contained a multiple targets about teacher's classroom management, his displayed attitudes and behaviours in class, how learners react towards their teachers, the nature of classroom relationship between teacher and their students, the most pereferable and dominant personality traits of the teacher in class, and at the end how teachers can manage the extent of students' feeling of anxiety towards learning.

The results obtained from the classroom observation confirmed the research hypothesis. Based on the observed, we can claim that teacher's personality and attitudes seem to have an immense impact and advantages on the teaching-learning process and the classroom environment in particular. It is noticed that the way teacher behaves and interact during a course affect the students' flow of learning. His attitudes and personality play a controversial role in promoting social-emotional learning as well as on reducing the number of students who are experiencing high levels of psychological disorder and anxiety in class. Besides, it is remarked that in classroom context, teacher-students relationship is of a supreme importance. Teachers most of the time tried to maintain a good and very friendly exchange with their learners, in order to help them behave and learn more naturally and spontaneously.

Furthermore, from the learners' stand of point the feeling of anxiety towards leaning and school may be decreased only by the support, positive reinforcement and congenial relationship with the teacher, yet this latter is more likely to have a great leverage in minimizing students' negative emotional state in class. Also, he can increase their engagement in the learning process.

There are a set of pedagogical mechanisms that help to lessen the number of anxious students in classroom context, creating supportive learning environment, providing good and effective classroom management, maintaining good correlation between teachers and students, displaying positive feedcack and praise, using humor and pedagogical games.

To sum up with, the analysis of the questionnaire, just like the classroom observation, have shown, first, that teacher's personality and attitudes are ascertained to be a major factor that helps to diminish students' high level of classroom anxiety and to promote their psychological stability and security through displaying positive and appropriate attitudes and personality traits.

Besides, teachers are very aware about the relationship between them and their students. They consider it as the essense of effective and fruitful teaching-learning process. Also, they see that this latter is a significant strategy to boost learners' engagements with less psychological disorder.

Answering the research questions of the study, we can declare that both teachers and learners prove to be more conscious about the importance of exhibiting adequate attitudes and personality traits from the part of teacher, and of keeping good relationship in class to decrease the elevated degrees of anxiety and agitation among third year secondary school students.

3.7. Recommendations and Suggestions

On the bases of the research findings, we suggest the following recommndations to reduce student's anxiety:

3.7.1 Strategies to Reduce Anxiety and Improve Students' Performance

It is quitely demanded from the educational board; especially teachers to be very conscious about the various facets of anxiety and the necessity to decrease and cope with it effectively along the teaching learning process.

3.7.1.1 Creating a Conducive Learning Environment

First of all, establishing a supportive, easygoing and non-judgmental learning atmosphere is extremely required to help students minimize their elevated degrees of anxiety and stress towards learning. In this respect, Hashem (2011) has recommanded to make the classroom environment more congenial and less formal and strict in order to give learners the opportunityexpressing freely without any kind of fear or hesitation.

Additionally, promoting good classroom management is one of the most creative factors that helps educators to lessen the number of students that suffer from anxiety disorder.It can greatly aid anxious learners to be more engaged in different tasks and perform well. In one hand, seating arrangement is a significant skill to create a conducive learning environment.It is suggested that semi-circle or cluster manner of seating arragementcan improve learners' feeling of security, since they are able togive their answers and speak from their seats without moving. This may reduce their anxiety. On the other hand, collaborative work can be effective for students who experience an exceeding feeling of anxiety. Here, it is important for teacher to mix the groups with different students in order to assure their involvement in the learning process; for example, excellent with poor ones, non-anxious with introvert, talkative with silent, and anxious with extrovert and so forth. Like that, anxious students may gain much self-confidence in class and they can feel more confortable to speak, to show their true capacities, and more importantly to enhance their social interaction with their peers and teacher.

In deed, warm and friendy classroom climat motivates students not only to overcome the feeling of anxiety, but also to reduce the impact of perceptions of low abilities in the class. It helps them to be active participants in the learning experience.

3.7.1.2 Mantaining Good Teacher-Students Relationship

Promoting mutual positive correlation in class is quite necessary for the success of both educators and students. It has a considerable influence on enhancing learners'sense of security and belonging to school, on fostering their engagement and on minimizing their unpleasant psychological emotions, such as anxiety. When there is good and constructive relation among students and their teacher, the teaching learning process will become more conducive and effective. Learners feel more relaxed to learn and make mistakes. They do not consider themselves failures or incompetent. More, it is of a supreme importance for teacher to promote good relation with anxious students in order to adjust and create plans targetting the maximum of their learning needs. Thus, they will be able to increase their self-esteem, as well as they do believe on their own potentials as being successful in their studies and their personal life (Shao, Yu and Ji, 2013).

Furthermore, while there are some students who are very extrovert and enthusiastic to learn and to engage in differentlearning tasks more easily, there are others who seem very calm, shy and even worried and tense of what is happening around. However ; once these kind of learners ensure that their tutors display good and close relationship with them, they whould be more encouraged to exhibit efficient attitudes towards learning.agreeing on the same spectrum, Tennant et al (2005) argued that positive teacher- learner relationship is highly crucial for learners to achieve better results. In addition, it is evident to note that teacher-student relation is one of the factors that can significantly affect students' involvement and psychological equilibrium along the learning process. In contrast, student will develop an increased level of anxiety and uncertainty if their relationship with the teacher is negatively affected. This in turn may inhibit their academic and social enhancement (Split et al, 2012). Globally, good and supportive relationship among teacher and students makes teacher's mission more fruitful, and learners are more capable to overcome their psychological disequilibrium. It will necessarily result in having successful and highly motivated learners.

3.7.1.3 Promoting Teacher Immediacy

It is significant to note that teacher plays a great role in ensuring the quality of outputs that students receive. The way he behaves and interacts during a course matter a lot in the classroom. In fact, his positive attitudes and behaviours have a noticeable and indelible impact on students' psychological stability and learning. He is considered to be a factor that cancertainly mantain friendly and safe leaning atmosphere. Tahir and Shah (2012) asserted that teacher's good attitudes and personality traits are the essence of students' success in academic situations. They help students to be constantly desired not only to display strong willing and positive attitudes towards their learning, but also to perform better academically despite the difficulty of some disciplines. Many anxious students feel confortable and they cope with their school anxiety easily when their teacher is cheerful, easygoing, enthusiastic and show empathy and funny and friendly exchange with them in the classroom (Zhan,2001).

Obviously, verbal immediacy behaviours of teacher, such as using of students' first name, telling jokes, using of humor, and his non-verbal behaviours, like smile, positive

head movements, good eye contact and positive gestures advocate his roleinreducing feeling of restlessness, fear and anxiety among students in various educational stages. This in turn, will positively affect their desire to learn and to participate in classroom tasks. Many reseach findings have asserted that sense of humor that teacher displaysduring a course stand at the coreof alleviating anxiety in the class. In this respect, it is noted:

> *" Recentreseach on humor and its pedagogical utility*
>
> *Shows humor can help to reduce several types of anxiety*
>
> *In the classroom. (…). Humor has been attributed to the*
>
> *Facilitation of creativity in the classroom by reducing the*
>
> *Students' anxiety level" (Shade, 1996, p. 98).*

Eventually, it is evident to point out that bringing fun and exhibiting adorable and very positive personality traits spice up the learning environment. They can propel anxious students to be more engaged in the learning process in a positive and more effective way.

3.7.1.4 Providing Indirect Correction of Errors

Anxious students frequently consider classroom tasks as a danger; therefore, teacher plays a vital role in making their errors seem natural and integral part of their learning process. The way he tends to correct students' errors has its effects on the students' psychological aspect, either positively or negatively. In fact, it is important to highlight that providing an indirect and non- frightening way of adjusting and correcting errors have the potential to make learners feel less stressful and anxious while studying (Wörde, 2003). In his class, teacher usually asks his students to continue performing and contributing in speaking tasks, despite committing errors (Lightbrown and Spada, 2006). Consequently, anxious learners are motivated to ask for help without feeling embarrased.

Besides, during a session, teacher should remind students that mistakes are wonderful opportunities to learn (Loui, 1999). Actually, teacher is able to adopt different techniques

to correct students' errors. First, teacher can monitor anxious student to work in pair or group activities, so that the learner can identify and prevent errors befor he reports his answers to the whole class. In fact, this technique helps students who have fear of communicating in public to be more efficient. Second, auto or self correction strategy is more effective to lessen the level of anxiety among students when they make errors in class. Here, the teacher indicates where and what type of mistake is made. He can remind of the rule, so that the student is able to correct the mistake himself without being exposed to negative evaluation which provokes anxiety on him. In deed, although errors' treatment is essential, and it provides accuracy and fluency, it is still considered as one of the main sources that induce the high sentiment of anxiety among learners. Therefore, teacher is required to opt for soft and smart ways to deal with learners' errors in order to make them feel confotable and motivated to learn more and to perform well academically.

3.7.1.5 Providing Praise

Among the coping skills that educators can employ to decrease and manage the extent of anxiety among college students is giving constractive feedback and effective praise. Using this pedagogical strategy enables the teacher to create an encouraging and supportive learning environment where students' answers either wrong or right, ideas and participation are of great value. In fact, educator tends to be the main responsible for motivating anxious students to take risk in the class. He is required to show desire and manifest his appreciations for their efforts; hence, their feeling of anxiety and apprehension in the classroom get lower. Moreover, creating a safe and assistant learning climat where anxious students' attempts are most welcome, can really promote their engagement and can elevate their self-esteem. In other words, if anxious students do not feel humilated and blamed, then they would do their best and perform in better way demonstrating their true and best potentials.

Reseachers additionally argued that teacher's frequent use of praise and motivated statements can result in a decrease of trouble behaviours and many psychological disorders, such as anxiety (Reinke et al, 2007). Positive reinforcement as well is essential to encourage students with anxiety to be active participants and good performers in the

academic context. This may lead them to gradually enhance their self-confidence and cope with their high levels of anxiety in more natural way. A great number of students would feel confortable and restful if they are praised and positively reinforced. In this regard, it is argued *"second language students engage in this trial and error approach if the classroom environment where all students are encouraged to make suggestions and contributions,   knowing that the teacher values their inputs"* (Sears,1998, p.76). Differently put, during a course, teacher is supposed to acknowledge students' accomplishements and answers either by verbal or non-verbal praise. Consequently, this will increase students' sense of self-esteem as well as it will keep them constantly willing to do efforts. However; teacher's emotional and instrumental obstruction are considered as a hindrance to students' psychological well-being.The researchers argued *"emotional obstruction refers to teachers' disrespect, sarcasm and negative affects towards a specific student, while instrumental obstruction wasteacherbehaviourthat undermines a student's efforts, or as a response that fails to render academic aid when it was needed"(*Strati et al, 2017, p.133). In other words, anxiety among college students may be increased if the teacher's attitudes and behaviours in class are inappropriate and rigid.

As a whole, it is the teacher' job to promote students'participation by support, guidance and positive reinforcement. Actually, providing praise and constructive feedback are the most influencial means that teacher should use to foster engagement and psychological equilibrium among his anxious students.They are key predictors that help the learner establishing a positive conception of himself (Burnett, Mandel, 2010).

Besides, pedagogical games, relaxing exercises, jokes, routine breakers and creating a coping boolbox, which is used when learners experience anxiety symptoms are also recognized as important and more practical coping skills that teacher can employ to handelstudents'feeling of anxiety and to support their envolement in classroom.

Finally, emotional state of anxiety and apprehension while studying can not be ignored. It is significant to be considered and understood by both educators and students, as they are the most important elements of the educational process. Supportive learning environment, pleasant relationship between teachers and students, tutors' positive personality attributes and attitudes, effective error correction and specialized praise

contribute successfully in making anxious students overcoming their negative feelings and bringing out their best to achieve better results and performance.

3.8. Conclusion

To conclude, the analysis of the questionnaire and the classroom observation reveal that it is significant for the teacher to exhibit appropriate attitudes and positive personality traits in the classroom to reduce students' negative emotional states as anxiety and enhance their performance to achieve better learning outcomes.

General conclusion

General Conclusion

The goal of this study was to provide additional content on the impact of personality and attitudes of the educator on decreasing learners' feeling of anxiety. Creating a supportive and effective classroom environment is a priority for any teacher. For this purpose, a case study was conducted with students and some teachers of Saad Dahlab secondary school in Laayoun, Tissemsilt.

This work was devided into three main chapters. The first chapter was a theoritical review of teacher's personality and behaviours; the second chapter was devoted to the theoritical framework of anxiety.Whereas the third chapter was about the research methdology, and the analysis and interpretation of data, which includes the description of the sample, and the investigation tools.

The results gained from both students' questionnaire and classroom observation emphasized our hypothesis. In fact, the majority of the students consider the teacher as a major factor that can handle and reduce their anxiety in classroom context; they stated that they are more poised psychologically and emotionally when they have a good, close and less-formal exchange with their teachers.

Moreover, the teachers demonstrate high level of consciousness about the necessity of interacting and behaving in an adequate manner in order to advocate the students' affective state as well as to establish better and effective teaching-learning atmosphere. Although it is hard somehow to deal with pupils in the period of adolescence, because they are usually irritated and nervous; the majority of teachers claimed that most of the time, they deal with their students in more respectful and tactful way. Also, students stated that they value their teachers' way of dealing in class; especially when they show empathy, motivation and understanding.

To sum up, teacher's personality traits and attitudes are essential and effective factors that teacher should work on and develop to decrease students' anxiety and insecurity towards learning.

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Appendices

Students' Questionnaire

Dear students, this questionnaire investigates the effects of teacher's personality and attitudes on reducing students' anxiety. You are kindly invited to complete this questionnaire. Please read the sentences carefully, and tick (√) the appropraite answer or give full statements whenerver necessary.

Part One :Background Information

Q 1 : Gender

 a) male ☐   b) female ☐

Q 2 : age

 a) 18 ☐   b) more than 18 ☐   c) less than 18 ☐

Part Two : Students' Perspectives Regarding Teacher's Personality and Attitudes.

Q 1 : In your opinion, the role of the teacher in the teaching-learning process is :

 a) very necessary ☐   b) necessary ☐   c) unnecessary ☐

Q 2 : Does teacher's way of dealing with students affect the learning atmosphere in class ?

 a) very much ☐   b) somehow ☐   c) not at all ☐

Q 3 : which kind of teachers help you to learn more ?

 a) authoritarian ☐   b) permissive ☐   c) authoritative ☐

why

?………………………………………………………………………………………

………………………………………………………………………………

Q 4: what makes a teacher special for you ?

a) his sense of humor

b) his ability to motivate and inspire you

c) his high levels of seriousity and rigidity

Q 5 : does teacher's personality and attitudes propel you to be more engaged in learning despite of the difficulty of some subjects ?

a) always   b) sometimes   c) rarely

Part Three : Teacher's Personality and Attitudes and Learners'Feeling of Anxiety.

Q1 : do you feel frequently anxious and stressed during a course or when you talk with your teacher ?

a) very often   b) sometimes   c) never

Q 2 : does this feeling of anxiety facilitate or debilitate your learning and academic performance?

a) facilitates   b) debilitates   c) others

Q 3 :what type of relationship exist between you and your teacher ?

a) good   b) bad   c) neutral

Q 4: do you think that teacher's personality and attitudes in class provoke your feeling of anxiety ?

a) yes   b) no

if yes, how?

....

....

Q 5: to what extent does your fear from teacher affect your self-esteem and self-confidence?

 a) it stongly affects [   ]   b) it affects somehow   [   ] c) it doesn't affect [   ]

Q 6 : as you are in a BAC class, can teacher alleviate and handle your high levels of anxiety towards learning ?

a) yes b) no   [   ]   [   ]

If yes, how ?

……………………………………………………………………………

……………………………………………………………………………..

Appendix 2

Classroom observation checklist

School …………………………………………………………….

Number of classes……………………………………………….

Number of teachers being observed………………………………

Objective…………………………………………

targets		statements		
		Accomp-liched very well	More emphasis recommended	Not observed
Teacher's classroom management	Teacher plays different roles in the class			
	Teacher works constructively with his students			
	Teacher uses various grouping practices during the lesson			
	Teacher makes eye contact with all the students in different parts of the class			
	Teacher dwells frequently on disruptive and inappropriate behaviours			
	He embarrases learners, uses sarcasm or argues with the students			
Teacher's behaviours and	Maintaining friendly and respectful relationship with the students			
	Exhibiting poise, voice control, tact, patience and empathy			

attitudes in class	Providing motivation and positive reinforcement			
	Displaying enthusiasm and sense of humor			
	Showing high level of nervousness and irritability in class			

Learners' rreactions and behaviours towards teacher	
Teacher-students relationship	
The main dominant and preferable personality trait of teacher	
Teacher's strategies to alleviate and handle learners' anxiety	

❖ **Other Remarks**

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Abstract

This study at hand seeks to investigate the impact of teacher's personality and attitudes in reducing students' feeling of anxiety towards learning. To reach that aim, the study was conducted in Saad Dahlab secondary school at Laayoun, Tissemsilt. It made use of two data collection instruments, a questionnaire administrated to (60) students; and a structured non participant classroom observation to scrutinize the classroom atmosphere and the teacher's way of behaving and interacting in class. The results revealed that teacher's good personality traits and attitudes seem to be the main driver of good quality of the teaching-learning process. In fact, they have a vital role to play in maintaining and enhancing learners' psychological equilibrium and well-being in the classroom context. More, the study also demonstrates that displaying positive attitudes from the part of teacher such as respect, tact, patience and understanding can powerfully help both the teacher to create a congenial exchange with the learners and students to overcome their academic anxiety and to be more willing to engage in different classroom activities in more spontaneous way.

Keywords: Learners' psychological equilibrium; Students' feeling of anxiety; Teacher's personality and attitudes.

Résumé

Cette étude vise à étudier l'impact de la personnalité et les attitudes de l'enseignant sur la réduction du sentiment d'anxiété des élèves à l'égard de l'apprentissage. Pour atteindre cet objectif, l'étude a été menée à l'école secondaire Saad Dahlab à Laayoun, Tissemsilt. On a utilisé deux instruments de collecte de données à savoir, un questionnaire administré à (60) étudiants ; et une observation structurée non participante en classe pour examiner l'atmosphère de la classe et la façon dont l'enseignant se comporte et interagit en classe. Les résultats ont révélé que les bons traits de personnalité et les attitudes des enseignants semblent être le principal moteur de la bonne qualité

du processus pédagogique. En fait, ils ont un rôle essentiel à jouer dans le maintien et l'amélioration de l'équilibre psychologique et du bien-être des apprenants dans le contexte de la classe. De plus, l'étude démontre également que les attitudes positives de la part de l'enseignant telles que le respect, le tact, la patience et la compréhension peuvent puissamment aider à la fois l'enseignant à créer un échange agréable avec les apprenants et les étudiants à surmonter leur anxiété scolaire et à être plus disposés,et participer à différentes activités en classe de manière plus spontanée.

Mots clés: l'équilibre psychologique et bien-êtres des apprenants ; la personnalité et les attitudes de l'enseignant ; le sentiment d'anxiété des élèves.

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الملخص

تسعى هذه الدراسة الحالية إلى التحقيق في تأثير شخصية المعلم ومواقفه في الحد من شعور الطلاب بالقلق تجاه التعلم. ولتحقيق هذا الهدف أجريت الدراسة في ثانوية سعد دحلب ببلدية العيون – ولاية تيسمسيلت- اعتمدنا على أداتين للبحث من أجل جمع البيانات، استبيان تم إجراؤه على (60) طالبًا ؛ وملاحظة ميدانية لعمل بعض الأساتذة داخل الفصل الدراسي، من أجل فحص جو الفصل الدراسي وطريقة المعلم في التصرف والتفاعل مع المتعلمين. وقد أظهرت النتائج أن السمات والمواقف الشخصية الجيدة للمدرس داخل حجرة الدرس، تعدّ المحرك الأساسي والرئيسي للرفع من جودة العملية التعليمية التعلمية، وهي في الواقع تلعب دورًا حيويًا في الحفاظ على التوازن والاستقرار النفسي للمتعلمين وتعزيزهما في سياق الفصل الدراسي. علاوة على ذلك ، توضح الدراسة أيضًا أن إظهار المواقف الإيجابية من جانب المعلم مثل الاحترام واللباقة والصبر والتفهم يمكن أن يساعد بقوة كل من المعلمين على إنشاء تبادل ملائم مع المتعلمين، والمتعلمين للتغلب على قلقهم الأكاديمي وأن يكونوا أكثر استعدادًا للمشاركة في أنشطة الفصول الدراسية المختلفة بطريقة أكثر تلقائية.

الكلمات المفتاحية : التوازن و الاستقرار النفسي للمتعلمين؛ شخصية المعلم و مواقفه؛ شعور الطلاب بالقلق.

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